

Scallywags Kids Group

Inspection report for early years provision

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Inspector	Lisa Parkes
Setting address	Pinfold Street JMI School, Pinfold Street Extension, Darlaston, Walsall, West Midlands, WS10 8PU
Telephone number	07541749834
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Type of setting	Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Scallywags Kids Group opened in 1998. It operates from a mobile classroom at Pinfold Street School, Darlaston, a suburb of Walsall.

A maximum of 16 children under eight years of age may attend the group at any one time. The group is open each weekday from 8am until 9am and 3.30pm until 6pm during school term time only. Children share access to an outside play area.

There are currently 49 children under 8 years on roll. The group's admission policy allows children up to the age of 11 years to attend. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The group is open to children who attend the school. There are effective systems in place to support children with special educational needs and/or disabilities, and those who speak English as an additional language.

Two coordinators work directly with the children, both of whom hold full and relevant level 3 early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thoroughly enjoy their time at the provision, and make good progress in their learning and development. Effective arrangements exist to ensure children's safety and health, and reasonable rules fit with children's rhythms and give a pattern to daily life. Children are beginning to take ownership of their group, act responsibly, and care for their environment. Practice is inclusive and children's involvement in the wider community is fully encouraged. Coordinators demonstrate a very positive approach towards continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- open up opportunities for children to make dens by providing flexible resources that can be used in many different ways to facilitate children's play and exploration
- help children to be aware of risks and to consider their own and others' safety
- promote the importance of showing care and concern for the environment.

The effectiveness of leadership and management of the early years provision

The arrangements for safeguarding children are robust, carefully managed, and fully understood. Policies and procedures reflect current legislation and include the

action to be taken in the event of an allegation against a member of staff. Both coordinators have attended safeguarding children training and are fully aware of their roles and responsibilities. All documentation required for the safe and efficient management of the provision is carefully maintained. A thorough risk assessment is conducted, and coordinators are very safety conscious. Teamwork is good, and staff morale is high. Management systems run smoothly, and the provision is safe and supportive.

Coordinators are committed to securing improvement and target setting is realistic and challenging. Effective steps are taken to evaluate provision for children's welfare, learning and development. Coordinators are well-qualified and have attended a multitude of training courses and workshops to enhance their knowledge and skills. Resources are suitable, available to all, and well-managed and used. The environment is child-friendly, attractive and accessible, and space is used creatively. Children develop decision-making skills and independence as they self-select activities and readily pursue their own interests. Coordinators successfully divide their time between the children who attend.

The play of all children is valued, and children develop competence in communicating through frequent, enjoyable interactions with the adults who care for them. A written equal opportunities policy reflects the group's commitment to upholding the individuality of each child. Children learn about diversity and the differences in society through the celebration of special events and discussions about how we are all unique. Coordinators act as positive role models, and effectively meet the needs of each child in their care, responding sensitively to their feelings, ideas and behaviour. The atmosphere is warm and accepting and outcomes for children are good.

Coordinators are dedicated to working in partnership with others to promote optimum continuity of care. Tangible links with the school enable coordinators to complement what children are learning, and results in easy access to a wide range of professionals. In addition, the provision has established strong working relationships with Health Visitors, Family Support Workers and Speech and Language Therapists. Engagement with parents is good, and coordinators are committed to ensuring that children are cared for appropriately for each family. Parents have valuable input into their child's learning journey from the outset.

Parental questionnaires reveal that parents are highly satisfied with the provision and comments such as "Reliable, friendly, suitable hours"; "Well organised"; and "Very relaxed and friendly atmosphere" reflect the vast majority of their views. In addition, parents are effusive in their praise for the coordinators during inspection. Children have ample opportunities to shape the provision, and coordinators make time to really listen to their views and act upon them. Children express that they "Enjoy playing with friends"; "Do lots of fun stuff"; and "Love coming here". All children, parents and visitors to the provision receive a very warm welcome.

The quality and standards of the early years provision and outcomes for children

Children play and learn in an attractive, airy and spacious environment. Coordinators are very well deployed to support children's learning and welfare, and they are skilled at promoting positive attitudes to learning. Effective planning and organisation ensure that every child is challenged by the learning experiences provided. Children benefit from a good balance of adult-led and child-initiated activities, and the routine is flexible to enable them to lead their own learning. Activities reflect children's wide-ranging and varied interests. Children make good progress and engage in a wide range of motivating learning experiences within a happy, safe and stimulating environment.

Outside play is fully exploited and children use bats and balls, space hoppers, skipping ropes and hoops. They enjoy access to the big school playground for vigorous free play, and adore using the 'Quiet Area' where they extend their physical skills using climbing equipment, monkey-bars and tyres suspended on chains. Children take pleasure engaging in art and craft activities and they eagerly design biscuits, make spoon characters and attempt balloon modelling. Other favourite activities include table-football, construction play, and competitive board games. Theme nights are very popular and children adore playing games of bingo together, or creating a cinema-style atmosphere to watch a movie.

Children are very adventurous and show that they are willing to 'have a go'. However; up to now, children have not had opportunities for den-building. Coordinators talk enthusiastically about providing a new range of interesting resources that can be used flexibly to stimulate children's imaginations. This will further enhance their problem-solving, negotiation and investigation skills and reinforce a sense of self. Children learn new skills as they practise their spellings and tie their shoelaces. Coordinators' good knowledge of the learning and development and welfare requirements promotes children's learning, social, physical and economic well-being.

Children demonstrate a good understanding of healthy lifestyles. They follow efficient personal hygiene routines and display a positive attitude towards eating healthily. This is endorsed through planting, growing and tasting activities, and through the 'Food Dudes' healthy eating campaign at school. Children learn about hygiene and germs, and show maturity, as they help to wash up and sweep the floor. Children feel safe at the setting, and good quality interaction and well-organised routines help them to become secure and confident. In order to promote a better understanding of safety issues, coordinators intend to encourage children's active involvement with risk assessing the premises.

Children receive warm and responsive care and display a secure sense of belonging within the setting. They are confident, happy and well behaved. Occasionally, resources are damaged or lost, and coordinators comment that children can be careless with their toys. To combat this, coordinators are currently considering ways to encourage children to treat their property and environment with care and concern. Children show that they are sensitive to the needs of living

things as they tend to the snail and the fish. The provision is fully inclusive and practitioners build caring and respectful relationships with all children and their families.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met