

Scallywags Parent Run Nursery

The Canal Club, Wellington Estate Community Hall, Waterloo Gardens, London, E2 9HP

Inspection date	21/09/2012
Previous inspection date	22/01/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are happy, motivated and eager to learn. They show high levels of independence, curiosity and imagination.
- Children behave well, are self-confident and form excellent relationships with staff who make clear their expectations for behaviour and care of the nursery's environment.
- Children's communication and language development is given a very high priority with confident and skilled staff who extend children's vocabulary and imaginative language.
- Parents play an active role in the daily routine of the nursery. Staff engage with parents highly effectively to support their children's development and learning in the nursery and at home.
- Children are well prepared for the next stage in their learning because staff provide strong support to prepare them for their transition to school.

It is not yet outstanding because

- The system for monitoring the achievement of groups of children, such as those below expected levels of development, is not long established and does not yet show how it is helping to improve progress for those groups.
- Children who learn best through active play and being outdoors are not given flexible opportunities to do this.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed children's play and staff interaction, indoors and outside.
- The inspector and manager undertook a joint observation of a teaching activity.
- The inspector examined documentation including a representative sample of children's records, evaluation documentation, display materials and staff suitability records.
- The inspector took account of the views of the parents and carers spoken to on the day.

Inspector

Clair Stockings

Full Report

Information about the setting

Scallywags Nursery is a parent run cooperative and was registered in 2005. It operates from a community hall in Bethnal Green in the London Borough of Tower Hamlets. There is access to a secure, outdoor area for play. The nursery is registered on the Early years Register and is open each weekday from 9am to 1.30pm during term time only. The nursery receives funding to provide early education for children aged three and four years. There are currently 20 children aged from 20 months to four years on roll. There are three members of staff, all of whom hold appropriate early years qualifications. Parents work

alongside staff on a rota system to support the nursery on a daily basis.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop the systems for monitoring children's progress to ensure that gaps in children's learning are narrowing for groups of children or individual children identified as needing support.
- give as much opportunity as possible for children to move freely between indoors and outdoors.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The nursery provides a good start to children's learning. Children clearly enjoy learning through play, entering happily and eagerly choosing what they wish to do from the interesting activities and good quality equipment offered. Attentive staff and parent helpers support and enhance their learning, providing much individual attention. Staff and parent helpers are deployed effectively around the nursery joining in children's play in order to extend their learning. Children demonstrate that they are making good progress in their communication and language skills as they listen intently and contribute their own ideas during story time. Additionally, children visit the inviting book corner independently, choosing and browsing through books. Older children know print carries meaning, as they pretend to 'read' stories. They handle books well, starting at the beginning and discussing the pictures with others.

Children actively learn about the world as they explore a range of natural resources. For example, children demonstrate critical thinking when looking at different shells and explain "Animals live in here". Staff pose skilful questions to challenge children's thinking and extend their vocabulary further. Children benefit from use of the exciting outdoors learning environment that includes opportunities for den building, tree climbing and gardening. Here, staff support children to safely take risks and explore through play with learning extended through playful teaching. Children who prefer to learn outdoors do so daily, but use of this area is offered only during the latter part of the nursery's session. This means that staff do not currently provide children with flexible opportunities to access this particular area, to enable them to decide for themselves when they wish to play outside.

Staff are knowledgeable about the Early Years Foundation Stage so that they effectively support children in their learning. Staff plan children's experiences to cover the seven areas of learning, with planning documents detailing a broad programme of activities, and

the learning environments showing a wide range of materials and resources that broaden children's experiences. Planning is adapted to respond to children's individual interests, determined by both discussions with parents and useful observations of children's play. Staff establish what children can do when they first start through either talking with parents or asking them to fill out a questionnaire. Staff record children's achievements frequently, often through photographs, in informative 'learning journals' that are readily available to parents.

Practitioners understand the importance of including parents in their children's learning as they actively encourage parents to participate fully in the daily routine of the nursery.

The contribution of the early years provision to the well-being of children

The nursery assigns each child a special person when they start so that their emotional well-being is very well supported. All children move around the nursery happily, including those who have started only recently, owing to the trusting relationships established with staff through the 'key person' system. Staff and parent helpers use warm and purposeful interaction to nurture each individual child. Staff place high priority placed on children's welfare and personal development so that they soon feel secure and settle in quickly.

In this small nursery, all staff know each child well and they form particularly close bonds with the children and families in their care. Establishing secure emotional attachments, helps children feel safe so they quickly develop confidence and independence, readily exploring their new surroundings. Staff adapt settling in procedures to respond to the needs of the individual child.

Staff clearly apply consistent boundaries so that children develop good knowledge of what behaviour is expected. During play children take turns and share resources demonstrating respect for each other. Staff intervene quickly and sensitively to resolve any minor issues amicably. Older children provide excellent role models to younger children new to the nursery. They contribute to the welfare of others as, supported by staff, they learn to help to tidy away their toys, bikes and garden tools carefully at the end of the session. Children demonstrate a strong sense of belonging to the nursery. For example, at lunchtime children willingly help to lay the table and take pleasure in creating an attractive centrepiece from leaves and pinecones that they have gathered. Staff use skilful questions to extend children's learning of healthy lifestyles, for example, they discuss with the children the food grown and eaten at the nursery.

Children's understanding of safety is threaded through the daily routines, such as learning that resources such as sand must be used with care, simple tools used safely and rules followed when going outside. Complying with these expectations and learning self-care skills means children enjoy their nursery experiences and have some good skills to underpin their eventual move to school. Staff provide sensitive support to prepare children as they move on to school. They visit the local schools with the children so that their transition is smooth.

The effectiveness of the leadership and management of the early years provision

The manager, practitioners and parent helpers demonstrate a strong understanding of policies and procedures. They implement them effectively to protect children in their care so that they are safeguarded and well protected. The manager carries out a thorough recruitment and vetting procedure for staff and parent helpers so that adults working with the children are suitable. Staff have regular safeguarding and first aid training. They understand their responsibilities to provide safe play environments for children, which they do. They carry out regular risk assessments and daily safety checks so that children can safely play in all areas of the nursery.

The manager demonstrates a good understanding of the Early Years Foundation Stage and her responsibility to promote the learning and development of all children. She effectively monitors the planning and delivery of the educational programmes so that they consistently provide depth, breadth and challenge to reflect the needs, aptitudes and interests of all children. Some systems are in place for staff to monitor the progress of groups of children in relation to their starting points to identify any gaps in their learning, and provide extra support if required. However, these are in the early stages and not yet fully established.

Good attention to staff development results from regular appraisals and an expectation that staff both attend courses regularly and gain additional qualifications. The manager provides a positive model for this. Staff use their new skills and understanding well, such as providing a very strong programme for communication and language. Since the previous inspection the nursery has worked hard to address weaknesses, leading to a much improved assessment system and generally accurate pinpointing of what children need to learn next.

Partnerships with parents and carers are strong. Parents speak warmly of the staff and all they do for the children. Parents, carers and staff are all kept fully informed about every aspect of children's achievement, well-being and development through a free-flow exchange of information. Effective relationships with other professionals and external agencies are well established so that children's needs are supported and help them to make progress. For example, strong links exist with speech and language therapists, a community dietician and dentist who have visited the nursery to hold workshops for both children and parents.

The manager and her team demonstrate effective commitment to driving and implementing a wide range of improvements in order to enhance children's learning. There are good systems in place to help the manager and team evaluate their practice. Self-evaluation comprehensively identifies the nursery's strengths and priorities for development. Staff, parents and children all have regular opportunity to contribute to this process to further enhance outcomes for children.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY302659
Local authority	Tower Hamlets
Inspection number	814879
Type of provision	

Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	0
Number of children on roll	20
Name of provider	Scallywags Parent Run Nursery
Date of previous inspection	22/01/2009
Telephone number	020 8980 3666

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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