

# Scallywags Nursery

59 Suttons Lane, Hornchurch, Essex, RM12 6RL

<b>Inspection date</b>	10/01/2013
Previous inspection date	07/10/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 develop physical skills well as they enjoy the many play resources staff provide outside, which are interesting and fun for children to use.
- Children make good relationships with staff, who interact effectively with them, helping them to settle and learn.
- Staff support children with additional needs well. Close monitoring and interaction help children progress in all areas of their development.
- A strong parent partnership means that parents are involved with their child's learning and share what they know about their child with staff, so staff know them well.

### It is not yet outstanding because

- Role-play areas do not fully extend children's mathematical skills, in meaningful ways.

## 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, development plans and staff suitability records.

## Inspector

Caroline Preston

## Full Report

### Information about the setting

Scallywags Nursery is one of two private nurseries owned by the same proprietor. It registered in 2002 and operates from five rooms in a converted house. It is situated in Hornchurch in the London borough of Havering. The nursery is open each weekday from 7:45am to 6.30am for 51 weeks of the year. All children share access to a enclosed outdoor play area. There are currently 54 children aged from six months to under five years on roll. Children come from a wide catchment area. The nursery employs 13 members of staff, all of whom hold appropriate early years qualifications at level 3. The nursery is registered on the Early Years register. The nursery receives funding for free early education for children aged two, three and four years old. The nursery supports children with special educational needs and/or disabilities.

## What the setting needs to do to improve further

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

- equip the role-play area with a changing variety of things that can be counted or sorted in different ways, for example, by shape, colour or size, such as toys, dolls, clothes and real vegetables and packages, in order to support children's early mathematical development as well as possible.

### Inspection judgements

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

Children enjoy and learn from many effective learning through play opportunities. Babies and older children are observed and assessed by staff, to find out what stage of development they are at. This system means that staff complete on-entry observations which are used well to move children along in the early learning goals. These observations also help staff to establish whether children need any additional support and are shared with parents. Parents are asked to contribute all they know about their child.

Staff support children with additional needs effectively, by working closely with parents and external agencies. Staff are trained to administer specific daily medication to children with health needs, so they are ready to learn. This training also means that early discussion with parents and other professionals establishes good daily routines to support all children, so that they progress well from their starting points. The key person system helps to build good relationships with parents because they have a named staff member to liaise with and share information from day one. This process also supports children to bond with their key person and settle when they start.

Young babies build special relationships with staff as they get to know and feel safe with their key person. They enjoy sitting with other babies before lunchtime, singing nursery rhymes, clapping their hands and moving to the rhythm. Young babies pass toys from one hand to the other, begin to walk and use their hands to pull themselves up, so gaining the basics of skills needed as they move through the nursery.

Older children enjoy listening to stories; they show wonder on their faces as they listen to staff's changing voices as they tell the story. They are interested in books and handle books carefully. They are beginning to be aware of the way the story is structured and show interest in the pictures in the book, skills that will be useful when they eventually leave the nursery and move to the next stage in their early education.

Children begin to make marks on paper using pencils, while attempting to write. Children make marks in the sand and with paint brushes, which shows their interest and understanding of marks carrying meaning. Children enjoy counting cups at snacktime, so are beginning to understand early mathematics. However, the role-play area lacks real interest for children to count and sort, as resources are minimal to support mathematics.

Children learn about each other as staff display their family photographs to help start conversations with children about who is special to them in their lives. Older children are skilful in using the computer, playing games whilst using the keyboard and mouse well. Children create with paints, glitter, sand and water.

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

Staff role model effectively. They speak to children respectfully and promote a happy play environment. These actions help children to build good relationships with staff and each other. Older children are reminded of behaviour rules as staff discuss these with children during circle time. This reminder helps older children understand how to behave with their friends. Children learn about each other's differences through resources which show positive images of others. Children learn about different cultural festivals as these are celebrated at the nursery.

Children learn about safety well as they take small risks in the garden. They learn to ride wheeled toys safely, not bumping into other children playing outside. They discuss road safety with staff and help tidy away resources. Children become independent through attending to their own hygiene needs. They learn to wash their hands after using the toilet and wiping their noses and throwing away the tissue afterwards. All of which supports their understanding of good hygiene practices well. Children learn about healthy diets through discussions with staff and enjoy physical exercise every day. This promotes children's physical and emotional well-being in a positive way.

Each playroom is warm and welcoming, staff greet children enthusiastically. Play resources are stimulating and fun, which helps children to learn. Children are prepared for their next stage in learning successfully through everyday routines and play activities. This preparation begins from the babyroom, and as children move to older rooms, they become more vocal and confident.

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

Senior staff monitor the delivery of the educational programme through analysing each child's learning records. This means that any gaps are identified both in children's development and what learning opportunities they are offered by staff. Regular staff meetings allow the management team and staff to discuss planning of activities and how to support children's learning.

Arrangements for safeguarding children are strong; all staff know and understand the safeguarding policy. Senior staff ensure adult to child ratios are met. Risk assessments are used as a tool to identify any risks to children both inside and outside the nursery. All relevant records show clearly how children are kept safe; for example, records of accidents, the administration of medicines and attendance. Staff understand the nursery's policies and procedures, and how to implement these effectively to promote children's well-being. For example, they understand emergency arrangements and use of the intercom system, and a number of staff are trained to administer emergency procedures for children with allergies.

Strong evaluation systems mean that useful changes are made to support better practice. For example, staff move across different age groups, to build their own skills and knowledge of working with different age groups. This training method shows that senior staff identify weaknesses and strengths in practice and implement ways to strengthen how well children are cared for.

Staff take part in regular supervisions to support staff to develop their professional development and tackle any under performance. Staff are observed as they work and senior staff talk to them daily. Consequently, staff are given opportunities to undertake training and progress. Partnerships with external agencies are strong. Staff work on individual learning and medical plans developed by outside professionals to support children as required.

### 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

<b>Unique reference number</b>	EY281646
<b>Local authority</b>	Havering
<b>Inspection number</b>	900526
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	39
<b>Number of children on roll</b>	54
<b>Name of provider</b>	Emma Louise Reynolds
<b>Date of previous inspection</b>	07/10/2008
<b>Telephone number</b>	01708 476 444

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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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