

Scallywags Day Nursery

Warrior Drive, Warrior Park, Seaton Carew, TS25 1EZ

Inspection date

17/04/2013

Previous inspection date

04/12/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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 cared for by staff, who are warm and sensitive to their individual needs. They develop high levels of confidence and self-esteem because staff fully recognise and acknowledge their efforts and achievements with meaningful praise. Consequently, they are happy, settled and feel secure.
- Partnerships with parents are strong. Parents speak highly about the nursery and the different ways, which staff support them in helping their children to settle and involve them in their learning. This helps children to make good progress.
- Children are kept safe and free from harm because staff have a good understanding of how to promote their safety and well-being. The nursery is safe and secure in all areas, which means that children are able to move about freely and decide where they want to play.

It is not yet outstanding because

- Displays are not used effectively to encourage, support learning and value children's creative work.
- There is scope to improve opportunities for children to talk about people and things that are important to them.
- Children's awareness and understanding of people and communities, with particular regard to disability, is not fully promoted.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the main playrooms and outdoor area.
- The inspector spoke with the manager, staff, children and a parent at appropriate times throughout the inspection.
The inspector looked at children's learning journey records, planning documentation,
- the nursery's self-evaluation form, policies and procedures, children's records and other relevant documentation.
- The inspector carried out a joint observation with the manager.

Inspector

Vivienne Dempsey

Full Report

Information about the setting

Scallywags Day Nursery is one of two settings owned by Scallywags Childs Play Ltd and was registered in 2006. The nursery is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose built premises in the Seaton Carew area of Hartlepool. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs 20 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 3 and two members of staff hold an early years qualification at level 6.

The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 99 children attending, who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children, who speak English as an additional language and those 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:

- provide more opportunities for interesting displays to be available for the children to stimulate their interests and offer areas for their creative work to be shown
- enhance opportunities to develop young children's conversation skills by, for example, sharing photographs of children's, families, friends, pets and favourite people
- provide further resources and activities to raise children's awareness of people's similarities and differences, with particular regard to disability.

Inspection judgements

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

Teaching and learning is good. Staff have a good understanding of the seven areas of learning and have implemented clear systems for observation, assessment and planning. Children's learning journeys and tracking systems show how children are making good

progress towards the early learning goals and developing the necessary skills in readiness for school. Staff work with the parents to support the children to settle into the setting very well. They seek information about each child's individual needs and starting points. This enables the key person to ensure consistency of care, supporting children's individual needs and challenging their learning from the start. Parents have ongoing access to their children's files and can add their own comments, both verbally to staff and written. Staff provide a wide range of information of activities parents can do at home, which helps to support continuity of children's learning.

Children have ample opportunities to gain an understanding of their environment and to express their ideas through creative opportunities. For example, they enjoy a variety of role play, craft and painting activities. However, there is scope to make better use of displays, in order to value children's creative work and to support their development and learning. All children enjoy joining in with a wide variety of action songs and number rhymes, which helps to develop their literacy and early mathematical skills. Children have a wide range of activities to develop their physical skills, both indoors and outside. Younger children eagerly explore the indoor soft play area and thoroughly enjoy crawling, tumbling, rolling and climbing. Older children travel with confidence in the outdoor area and skilfully negotiate obstacles, adjusting speed or changing direction.

Staff work with children, who speak English as an additional language and those with special educational needs and/or disabilities and provide additional support to ensure that all children are fully included. Children celebrate a variety of festivals from around the world and staff provide resources to raise children's awareness of different cultures, traditions, and beliefs. However, there are fewer resources and activities showing positive images of people with disabilities. Consequently, children's awareness and understanding of similarities and differences between themselves and others is not fully enhanced.

Photographs of staff and children decorate the nursery walls, which children thoroughly enjoy looking at and commenting upon. However, displays do not always include photographs of children's families, friends, pets and favourite people to help them have conversations about people from home that are important to them. All children have independent access to a wide range of books and enjoy 'reading' independently or in small groups. Older children confidently hold books the correct way and 'read' stories to their friends. This demonstrates their understanding that the print carries meaning and staff provide praise and encouragement for their efforts. All of which effectively fosters a love of reading.

The progress check at age two years has been completed for all relevant children. Parents and external agencies are fully involved in the process and any concerns have been shared and acted on. This means early intervention is secured, so that children's learning needs are fully met.

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

The nursery's care practices support children to feel emotionally secure and effectively help them to be healthy. Staff consistently implement well-established procedures, so that

key person's welcome and support families and share information about children. As a result, the children form close bonds and secure emotional attachments to the caring staff. Children confidently seek staff out for help when needed. They have a positive approach to new experiences, as well as following organised routines that build confidence. Children concentrate and persevere as they enjoy their activities, including those that they develop for themselves and those led by adults. They respond well to the clear boundaries set for them. Children hear gentle reminders to say 'please' and 'thank you'. All children are very well behaved and respond well to staff's praise and encouragement.

The nursery has a designated cook and they work closely with parents to ensure that meals are nutritious and meet children's individual needs and requirements. Fresh drinking water is freely available and older children confidently find their own 'named' bottles. Opportunities for children to be independent and develop their self-help skills are readily available. For example, older children serve their own food and pour their own drinks at lunch and snack times. Staff offer a stimulating and interesting learning environment. Resources are easily accessible to all children and are relevant to their age and stage of development.

Children have free access to the outdoor area throughout the sessions, which means that they benefit from plenty of fresh air and have good opportunities to develop their physical skills. For example, older children enjoy climbing and sliding and younger children have great fun manoeuvring push-along toys and trundle trikes in the outdoor areas. Staff give the highest priority to the safety of children and effectively support their growing understanding of how to keep themselves safe and healthy. For example, all children are involved in regular fire evacuation drills, which develops their awareness of safe procedures to follow in the event of an emergency. Staff also talk to children about safety during daily routines and activities. For example, they talk to children about why it is not safe to climb on the safety gates or run indoors and encourage them to clear away toys from the floor when they have finished, so that they do not cause a tripping hazard.

Good systems are in place for transition to local schools and nurseries. For example, staff work closely with children, parents and other providers to fully support children's transitions, helping them to prepare for the next stage in their learning.

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

Staff have a good understanding of their responsibility to ensure that the setting meets the safeguarding and welfare requirements of the Early Years Foundation Stage. Clear procedures for assessing any risks to children's safety are in place and well understood. Written risk assessments are regularly reviewed and a very detailed 'kitchen refurbishment management plan' is in place for recent changes to the nursery's kitchen. Accident and medication records are maintained and signed by parents. This helps to keep them informed at all times and helps to protect children's welfare. Robust systems are in place for staff recruitment and all staff have a current and relevant first aid certificate. Attendance records for staff and children are in place and accurately maintained. This helps to ensure that ratios are met at all times. All of which helps to protect children's

safety and welfare very well.

Staff have a good understanding of the educational programmes. Well-organised systems are in place to monitor children's learning and development. Observations, children's interests and comments from parents and other agencies are assessed. This information is then used to challenge children's progress across all areas of learning. Staff performance is monitored well as all staff take part in regular appraisal sessions and peer observations. These are used to highlight any training and development needs, ensuring continuing professional development for all staff members.

There is as strong emphasis on good communication between parents, other providers, agencies and staff, so that children enjoy care that is consistent. Parents have access to their children's records and additional documentation that is available throughout the setting. This ensures that they are suitably informed about their children's care and development and how the nursery operates. All staff within the nursery are encouraged to contribute to the nursery's self-evaluation. This identifies the strengths of the nursery and sets clear and challenging targets for improvement. The opinions of parents, staff, children and outside agencies are used effectively to drive forward the development of the nursery. This shows that managers and staff have the capacity to build on and sustain the quality of the nursery.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

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 action. 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	EY332371
Local authority	Hartlepool
Inspection number	909862
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	82
Number of children on roll	99
Name of provider	Scallywags Childs Play Ltd
Date of previous inspection	04/12/2009
Telephone number	01429 235 351

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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, which are usually the childminder's 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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