

# Scalliwags Pre-School

South Ockendon Village Hall, 65 North Road, South Ockendon, Essex, RM15 6QH

## Inspection date

06/06/2013

Previous inspection date

12/10/2011

## 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 confident, happy and safe as they develop warm and trusting relationships with their key person and other caring pre-school staff.
- Children demonstrate high levels of curiosity and imagination. The indoor and outdoor child-focused learning environments provide interesting and stimulating activities that effectively engage children to support their learning and development.
- Children are highly motivated to learn and explore in the challenging and inclusive environment of the pre-school. This supports them to develop positive attitudes to school and future learning.
- Staff are enthusiastic and work well as a team. There is a strong commitment to improve the pre-school further by setting ambitious targets and focused action plans.

### It is not yet outstanding because

- Successful ways of engaging all parents in their children's learning and development are not fully explored to ensure that timely interventions and support are secured to meet all children's individual needs.

## 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 playroom and garden.
- The inspector spoke with managers, staff and children.
- The inspector took account of parents' and families' views by speaking to them on the day.
- The inspector looked at policies, planning, children's development records and all relevant documentation.

## Inspector

Jenny Forbes

## Full Report

### Information about the setting

Scalliwags Pre-School opened in 1996 and was registered under the current owner in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the village hall in South Ockendon, Essex, and is privately owned. The pre-school serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play. The pre-school employs five members of child care staff, all of whom hold appropriate early years qualifications.

The pre-school opens Monday to Friday during school term times. Sessions are from 9.30am until 12.30pm. Children attend for a variety of sessions. There are currently 22 children on roll who are in the early years age group. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities. The pre-school receives support from the local authority.

### What the setting needs to do to improve further

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

- explore more successful and effective ways to engage with all parents, and other professionals, to ensure that timely interventions and support are secured to meet the needs of all children.

## Inspection judgements

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

Staff have a secure knowledge and understanding of how to promote children's learning. Children make good progress at the pre-school because staff have a strong understanding of the Statutory framework for the Early Years Foundation Stage, and activities are well planned to cover all the seven areas of learning, both indoors and outdoors. Staff ensure that parents contribute to the assessment of children's starting points on entry to the pre-school, through discussion and the completion of detailed questionnaires. This enables staff to accurately assess and track children's progress from the beginning of their time at the pre-school. Learning journals are produced for each individual child and contain observations, photographs, assessments and plans for next steps through all the areas of learning. 'Support and challenge' sheets are produced for each child where planning rolls over from week to week, either supporting each child to reach their next steps or challenging them to achieve further goals. Staff engage with parents face to face on a daily basis, and at parent consultation meetings, to discuss individual children's progress. The well-established key person system ensures accurate identification of specific needs,

and staff use targeted strategies to support individual children's development and learning. However, there is scope to employ further successful strategies to ensure that all parents liaise with staff and other professionals to adopt timely interventions and support for children with special educational needs and/or disabilities.

The quality of teaching is good as staff engage children in active learning. Staff are skilled in supporting children's imagination and curiosity as they learn to understand the world. For example, when children find a frog in the garden, staff discuss the difference between a frog and a toad, and ask questions about its colour and how it moves. Staff use the unexpected opportunity to teach the children to jump and hop like frogs, promoting their physical development. Children learn more about the world as they listen to staff explain the purpose of a worldwide environment-themed day and the benefits of recycling. Children eagerly volunteer to squeeze water from wet paper, left soaking from the previous day, to continue their recycling project. They learn social skills as they take turns to churn the wet paper in a paper making processor. Children's communication and language development is supported as staff engage them in conversation and ask open-ended questions to extend their vocabulary and knowledge.

Staff support and encourage children when they initiate their own play as they practise their physical skills by balancing beanbags on their heads as they walk in competition with their friends. Staff introduce mathematical concepts as they ask children to identify the shapes and colours of the beanbags. Children learn that words carry meaning as staff help them to read the printed names of the shapes. Staff model correct pronunciation to support children with their use of language. They promote children's personal, social and emotional development when they encourage children to share and take turns. Children have many opportunities to engage in expressive arts and design. They take turns to paint models made of cartons and garden equipment using large brushes and rollers, which further develops their physical capabilities. Interesting activities incorporate opportunities to practise writing skills, which helps prepare children for future learning and school.

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

The effective key person system supports all children to form secure emotional attachments. Children approach visitors to the pre-school with confidence and self-assurance. Children build strong friendships in the pre-school and engage in role play together, showing consideration to each other. For example, children ride a tandem tricycle to take dolls on an imaginary shopping trip, ensuring their friends are comfortably seated. They carry their shopping bags on the handlebars and take along a potty for the dolls, showing creativity of thinking and understanding of care routines. Children move freely between activities. They choose from the many attractive and easily accessible resources available, which are regularly rotated to ensure the children have access to a wide variety of stimulating experiences. Children behave well in the pre-school, which demonstrates that they feel safe and are fully engaged in their learning. Children's health and safety is paramount to staff and children are extremely well supervised. They take risks in their play, when climbing and making discoveries, giving them confidence and an understanding of how to keep themselves safe, preparing them for future challenges. For example, as children climb the sturdy outdoor equipment they say 'look at me, I'm high,

I'm sitting on the top'. Staff praise children freely for their achievements and give stickers for good behaviour, which effectively boosts their self-esteem. Children are physically active, both indoors and outdoors, and have plenty of space to ride wheeled toys, which strengthens their muscles.

Children learn to be independent as they manage their own personal care needs, appropriate to their stage of development. They wash their hands after visiting the toilet, after messy play and before eating, developing an understanding of good hygiene practices. Healthy eating is continually promoted through interesting, thought-provoking and colourful displays and conversations. Children are provided with a variety of fruit for snacks with milk or water to drink. Children can choose crackers and cheese or cereals if they prefer on occasions, and all food is served and stored in a hygienic manner. Staff ask open-ended questions to encourage children to discuss which foods are the healthiest for them to eat. Children benefit from regular fresh air and exercise in the imaginatively resourced garden. They are protected from the strength of the sun when they choose their own sunhats from a large selection, and staff apply sun cream as agreed with parents. Children thoroughly enjoy exploring the natural environment by digging the ground, growing strong-smelling herbs, such as mint and rosemary, and investigating wildlife, which stimulates their curiosity and sparks their imagination.

The safety of the children is the highest priority for staff and they ensure that all external doors and gates are securely locked at all times when the children are present. The kitchen area is kept clean at all times. Children walk through the kitchen area to gain access to the garden throughout the session, so staff ensure that all bins are emptied and kept out of reach of the children. Food, such as cereals, is stored in clearly labelled sealed plastic containers in a lockable cupboard only accessible to pre-school staff. Cereals kept for use in messy play activities are stored separately and clearly labelled 'not for food use' in the play cupboard, which is kept locked and only pre-school staff have access to the key. Pre-school cleaning materials are kept in a separate locked cupboard high up out of children's reach as staff do not have access to the centre's cleaning cupboard. The centre is used by other groups during the afternoons and evenings so pre-school materials are kept locked away outside of pre-school hours and only staff have access to the keys. Meticulous records are kept to ensure that all accidents and medical requirements are properly recorded to ensure children's well-being. Thorough risk assessments are carried out on all parts of the pre-school on a daily basis, and fire evacuation procedures are practised regularly so that staff and children know how to react in an emergency situation. Trusting relationships are built with parents and families as key persons work in close partnership, providing a consistent approach to children's personal care needs. Daily sharing of information between home and pre-school means that children's welfare needs are well met. Staff have good relationships with local schools, which ensures that children starting full-time education are supported well to ensure a smooth transition.

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

Staff have a good knowledge of the requirements of the Early Years Foundation Stage. They know how to effectively promote children's learning and development, and

understand how they learn. Staff carry out frequent observations and assessments of children to identify the next steps in their learning and development. They use the guidance document, Development matters in the Early Years Foundation Stage, and a local authority tracking chart to monitor children's progress. Staff check each child's communication and language development through the use of the 'Every Child a Talker' programme. Assessment and planning systems are regularly monitored to ensure they are consistent and accurately demonstrate an understanding of all children's abilities and skills.

The leadership of the setting is good because the management team and staff are motivated and committed to the continuous evaluation and improvement of the pre-school. Self-evaluation is carried out and there are systems in place to monitor and assess the quality of the provision. Staff, parents and children are involved in the evaluation of the pre-school through questionnaires, written and verbal feedback. Focused plans of action are drawn up and monitored to ensure the plans for improvement are carried out. Parents are kept informed of the progress of improvements by a 'You said, we did' notice in the parent area. All staff are keen to undertake regular training to update their knowledge and skills, and managers encourage staff to complete regular quizzes to test their knowledge of safeguarding and health and safety.

Managers use regular staff meetings to discuss and share ideas to further promote effective outcomes for children. They monitor staff performance through supervision meetings and appraisals, and through observation and working alongside the staff. Rigorous recruitment systems are in place to ensure that all staff are suitable to work with children. Every year all staff are asked to sign a disclaimer to declare their continued suitability. Effective systems are in place for safeguarding children to ensure their welfare is protected. All staff have undertaken essential training in safeguarding, and policies and procedures are reviewed monthly to ensure that all staff are aware of the course of action to take should they have a concern regarding a child in their care. Parents and families speak very highly of the pre-school and say they recommend it to their friends. Staff form positive relationships with parents and keep them informed about their children's learning through daily verbal feedback and parent consultation meetings. Staff work in partnership with other professionals, such as speech and language therapists, to support children with special educational needs and/or disabilities. Although children's needs are quickly identified by staff, and supported within the pre-school, interventions are not always secured to ensure the children's needs are effectively met by the swift involvement of other professionals. Effective partnerships with local schools, and activities within the pre-school, ensure children experience a smooth transition as they are supported to become familiar with the new learning environment.

### **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

<b>Unique reference number</b>	EY290562
<b>Local authority</b>	Thurrock
<b>Inspection number</b>	920701
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	22
<b>Name of provider</b>	Julie Carter
<b>Date of previous inspection</b>	12/10/2011
<b>Telephone number</b>	07941653463

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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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