

Scallywags Nursery

Buckland Infant School, Berryscroft Road, Staines, Middlesex, TW18 1NB

Inspection date	26/06/2013
Previous inspection date	14/01/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Staff are particularly skilled in their use of assessment. Gaps in achievement are promptly identified and early intervention is secured for children who need it, in readiness for school.
- Staff make excellent use of small-scale projects to support children's learning in all areas and to prepare them for starting school.
- Staff provide a highly enabling play and learning environment and make excellent use of open-ended questioning to encourage children to become independent, confident and creative learners.
- Staff provide high levels of information to parents, which helps them support their child's individual learning and development at home.

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 play room and garden.
- The inspector had detailed discussions with both providers and the nursery's special educational needs coordinator.
- The inspector undertook a joint observation with one of the providers during the session.
- The inspector sampled a range of documents including children's records, some safeguarding procedures and the nursery's self-evaluation.
- The inspector spoke to parents during the inspection, taking account of their views.

Inspector

Amanda Tyson

Full Report

Information about the setting

Scallywags Nursery registered in 2002 and is one of two preschool provisions privately owned by two individuals. It is situated in the grounds of Buckland Primary School and Children's Centre. It operates between 9am and 3pm, Monday to Friday, during term time. Children aged three to four years attend morning sessions, between 9am and 11.45pm. A lunch club operates for one hour between the morning and afternoon session. The provision offers the option for older children to attend all day. Younger children attend the afternoon session between 1pm and 3pm. The provision operates from a purpose-built building, which has integral toilet and kitchen facilities and direct access to an enclosed outdoor play area.

The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is managed each week by one of the two providers who alternate between the two settings. There are eight staff employed. Six hold level 3 early years qualifications, as do both providers. One member of staff is working towards achieving a level 3 qualification. There are currently 65 children on roll. The provision is in receipt of early education funding for children aged two, three and four years. There are currently 11 children on roll who are learning English as an additional language or who are bilingual. The provision 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:

- seek further children's views, by involving them in reviewing their own learning journey and in setting their own goals.

Inspection judgements

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

Children make rapid progress in their learning because staff provide a stimulating learning environment and plan exciting activities for children. Staff engage children in small scale projects that stem from something meaningful to the children. Often this involves designing and creating large, three-dimensional models. These include houses made of straw, sticks and bricks so they can act out the story of The Three Little Pigs, a palace to represent a royal celebration and, currently, a replica of a school. Children are supported by staff to use cameras to capture the features of what they are replicating. Staff use open-ended questioning extremely well to encourage children's critical thinking skills.

These lead children to consider how to represent specific features, such as the oval-shaped roof of the school by cutting a cardboard cylinder in half. The results are awe-inspiring. Staff are also skilled in creating role-play scenarios such as a builder's yard, which they equip with trowels, sand, water and bricks to help children understand how the everyday world works. Children are inspired by staff who join in children's play to demonstrate how to do something, such as applying sand between bricks using a trowel, and by the stunning murals depicting real people at work. Staff allow children time to initiate their own play and ideas, such as going on a train journey, or buying an ice cream. They then step in to extend this, for instance by purchasing a ticket and asking to be dropped off at a specific London landmark. This provokes discussion, which extends children's language skills. Children have great fun experimenting with the water channelling system set up by staff, which teaches them about gravity.

All children, including those with special educational needs and, particularly, children learning English as an additional language, make excellent progress in their communication and language development. Staff use a wide range of visual props to support their communication with children. Staff teach children to recognise and link letters to sounds through fun games. Some of the oldest children are able to work out simple words using this rapidly developing skill. Four-year-olds all recognise their names in print and most can write some or all of their names. They are keen to practise their writing in play; for example, shopping lists are popular.

Staff's knowledge and understanding of the areas of learning and child development is highly secure. As a result, their assessments on children, including the progress check for children aged two years, are precise. Any gaps in children's achievement are promptly identified. The setting's special educational needs coordinator is very experienced and highly successful in securing early intervention for children who need it. For example, children who are identified as having special educational needs and/or disabilities start school with a statement of special education needs in place. This is a remarkable achievement given the timescales between children starting nursery and school. Very able children continue to progress because staff ensure that they are consistently challenged.

The staff team is very successful in securing partnerships with parents, external agencies and early years providers to support children's learning. Staff meet with parents and carers to review children's progress and to identify next steps to support children's learning further. However, children are not involved in this process and many are very capable of doing so. Parents are provided with a wide range of information to help them support children's learning, such as mathematical development, and letters and sounds through play and practical activities in the home. Children are proud of their book bags and regularly take books home to share with their family.

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

The key person system is highly effective in supporting children's personal, social and emotional needs, and establishing trusting relationships with parents. Staff use picture timetables to help children who are learning English as an additional language, or with

special educational needs, to understand the routine of the day. This helps them feel secure. Staff know their key children very well and so are able to identify the triggers of children's anxieties, for example when unknown adults visit the nursery or when the routine of the day is going to be different. Staff are skilled in reassuring children. The end of term project on 'starting school' prepares children extremely well for this event. Children are brimming with excitement. Staff create a school room, equipped with story books about starting school, book bags, uniforms and pencil cases for children to explore and talk about.

The nursery environment encourages children to become independent learners. They move freely between the indoors and outdoors, selecting play resources and organising their own imaginative play. They choose when they want to visit the snack caf, which is supported by an adult who engages them in sociable conversation. In-between, children help themselves to water from the fountain. Lunchtimes are equally sociable, with everyone seated together talking about the contents of their lunch boxes. The nursery is such a happy environment. Staff clearly enjoy being with the children. Squabbles are rare because children are consistently engaged in dynamic, active play. The nursery is very well equipped with high-quality play equipment, such as a children's mobile phone set, of which there are eight phones so plenty to go around. Outdoors, children hide in houses and dens, carrying the phone and calling their friends using colour-coded buttons.

Children all thoroughly enjoy outdoor play, which lays the foundations for them to adopt active lifestyle habits. They show confidence and good awareness of safety as they climb trees and try out new ideas such as riding trucks at speed down a steep slope. This is exhilarating for children and raises their self-esteem. Children learn about nature first hand by digging for creatures, which they examine closely using magnifiers. They learn about good nutrition through cooking activities and as they grow their own vegetables. Parents are provided with a wide range of information about child health and development issues, such as the importance and relevance of outdoor play and physical activity, how to handle disturbed sleep patterns, 'fussy eaters', and toilet training.

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

The providers manage the nursery on alternate weeks. This unique leadership style is highly effective because they complement each other with their differing skills. This strengthens monitoring and self-evaluation processes. They are united in the drive for continuous improvement and communicate this very successfully to their team of loyal and dedicated staff. Views of parents and children are constantly sought, listened to and acted upon. For example, after turning the digging area into a mini allotment to grow vegetables, children pointed out that they had nowhere to dig for small creatures. So children and staff set about creating an additional area. Since the last inspection improvement has focused heavily on strengthening the provision for supporting bilingual children and those learning English as an additional language. This is now a key strength of the provision. The team also piloted a quality assurance process for the local authority. Future plans are exciting and include introducing children to real woodwork, exploring the

possibility of implementing Forest School teaching and supporting staff to achieve an early years degree.

The providers are very clear about their safeguarding responsibilities and implement rigorous and effective procedures. Staff and management keep their child protection and first aid training up to date. Staff use risk assessments very effectively to help to ensure the premises are secure and well maintained. All records and documentation required for the safe and efficient management of the setting are in place and well maintained. Recruitment, induction and performance management systems are very effective in driving improvement and safeguarding children's welfare. For example, new staff are allocated a mentor who supports them in developing their day-to-day practice skills. Staff have regular one-to-one supervision with one of the providers and a yearly appraisal. These are used well to identify and target training needs, and to review the accuracy and effectiveness of staff's assessments on children and planning. Staff make very good use of the knowledge and skills they gain to improve their practice and outcomes for children. Roles and responsibilities are clearly defined and very well delegated to individual staff. Provision for children with special educational needs is first class. Talented children are recognised and well supported so they remain consistently challenged.

Management maintain a strong partnership with the onsite school and children's centre. For example, children visit the school and teachers visit the nursery. Staff work closely with external agencies, such as speech and language therapists, and with childminders to support individual children and families. Parents speak very highly of management and staff. They describe the levels of care, learning and communication as exemplary. Parents have a very good understanding of the aims of the Early Years Foundation Stage and of the nursery policies and procedures because of the high level of information provided. They look forward to reading children's communication books and the monthly newsletter. Parents are kept fully up to date on the activity plans, projects and their children's individual play and learning plans. This is a highly effective setting with strong capacity to sustain ongoing improvement.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY216154
Local authority	Surrey
Inspection number	842518
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	30
Number of children on roll	65
Name of provider	Melanie Lunn and Lori Spiers Partnership
Date of previous inspection	14/01/2009
Telephone number	07931 341002 Lori

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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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