

Scalliwags Pre-School

Youth Hall, St. Andrews Playing Field, Paddock Wood, Kent, TN12 6HT

Inspection date

21/06/2013

Previous inspection date

12/10/2009

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

- Written risk assessments are detailed and frequently reviewed so that staff keep children safe. All the required policies and procedures are in place and implemented.
- Staff are deployed effectively and well-established routines ensure children feel safe, behave well and are confident to select tasks and join in activities.
- Staff develop strong relationships with parents and know their key children well, which enables staff to meet children's individual needs effectively.
- There are clear strategies in place to work with a range of other agencies to support children's development and build upon their progress.

It is not yet outstanding because

- Children are not always encouraged to write and make marks for a purpose. For example, writing materials are not always freely available in different areas of the pre-school.

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 children playing indoors and outside.
- The inspector gathered the views of parents.
- The inspector discussed the settings practice with the manager and staff.
- The inspector sampled records and documentation.
- The inspector observed staff interaction with children.

Inspector

Julie Ready

Full Report

Information about the setting

Scalliwags Pre-School has been open since 1999 and is managed by a committee. It operates from one room in a single storey building in Paddock Wood, Kent. Children have access to an enclosed outdoor play area. The pre-school serves the local area and surrounding villages. It is open for five days a week during school term time from 9am to 12 noon and 12.45pm to 3.45pm. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 81 children on roll in the early years age group aged from two to five years old. The pre-school supports children with special educational needs and/or disabilities, and children who speak English as an additional language. The pre-school receives funding for free early education for children aged two, three and four years of age. There are a total of 11 staff, of which 9 are employed to work with the children. Eight staff, including the manager, hold appropriate early years qualifications. The group is a member of the Pre-School Learning Alliance and receive 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:

- enhance resources indoors that support children's early writing skills further, for example, by providing writing materials in the role play area so that children can write for a purpose.

Inspection judgements

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

Children happily enter the setting and are confident to self-choose their activity of choice. For example, two children greet each other and go over to the laptops and play a game together. Each child has a tray to place their special personal items in, which supports their sense of belonging. Children have the opportunity to free flow between the indoors and outside area which gives regular opportunities for them to be in the fresh air and develop their physical skills and well-being. There are wealth of resources both indoors and outside, which are stored within easy reach of the children. The staff have compiled a photo book of all the resources available, which supports children with English as an additional language well in making independent choices. There is a good balance of adult-led and child-initiated activities for children of all ages and this supports their learning and development well. Consequently, children develop good skills and abilities for the next stage in their learning. All staff show a good understanding of the Statutory framework for

the Early Years Foundation Stage. Activities planned for the children cover all areas of learning and are extended to meet individual children's needs. For example, staff plan an activity around a child's interests and then through observation successfully identify experiences that will support children's next steps. The key person completes 'A Unique Story' on each child every term. These records reflect that all children are making progress in line with their age and stage of development. Parents welcome the opportunity to receive information about their child's progress, through formal and informal feedback.

A role play area set up as a building site with a mini cement mixer, wheelbarrows and various sized bricks provides effective opportunities for imaginary play and supports the different interests of children. Staff introduce new vocabulary to aid language development through reading stories that the children choose. In addition, they use a number of good techniques and ideas to support children's language development. For example, 'letters and sounds' sessions and engage children in meaningful discussions about their individual interests. Therefore, their skills in language and communication are effectively enhanced. However, children's skills in writing for a real purpose are not always fully encouraged due to a lack of resources accessible in some areas. For example, there are limited opportunities to mark make within the role play or construction area.

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

Children are effectively supported by their key person when they join the setting. Settling-in periods are arranged to suit the needs of individual children, which supports them in the change between home and pre-school well. Meetings are arranged with parents to share information about the child's likes, dislikes and stage of development. Staff know their key children well and use a visual timeline to support children who find it hard to settle. Staff share warm relationships with the children and communicate with them at their level. They talk to the children about their pets and family, which creates a good sense of belonging. There is a buddy system in place that ensures children are always cared for by a familiar adult.

Staff encourage children's self-care and this is supported by the daily routine. For example, children get themselves ready to go outside, and clear away their own snack when they have finished. Children are encouraged to develop their understanding about healthy lifestyles. They are offered healthy snacks and spend time in the fresh air on a daily basis. Staff are deployed well and monitor children's actions to ensure they are kept safe but still challenge themselves. For example, children jump off fixed wooden platforms and pretend to be superheroes.

Children's behaviour is good. Staff help to raise their confidence and self-esteem as they take many opportunities to praise them. Staff are excellent role models and extremely calm and polite when they speak to the children. As a result, children are learning to treat others with respect and their manners are superb. Children make friends with each other and play happily in small groups together. They are encouraged to share and show they can take turns and negotiate. For example, one child uses a sand timer to show

his friends when it is their turn.

Children are well prepared for changes they may experience, such as starting school. For instance, the setting takes the children to visit their new school and arranges for the teacher to visit the children at the pre-school. This gives an opportunity for children to talk about the changes and staff to discuss friendship groups. The key person shares the record of transfer with the parents before sharing it with the school, which ensures consistency in both their education and care.

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

The management team take on board advice and support well to improve the provision for all children. The pre-school have a variety of ways to engage parents in self-evaluation and sharing of information, this has been developed well. For example, parent questionnaires and feedback sheets give opportunities for parents' to offer their views and opinions. Daily contact books also encourage parents to reflect on the setting's practice and identify areas for development. Parents are very happy with the service and praise the approachable and friendly staff as an asset to the pre-school. They appreciate that children's learning is creatively delivered, helping them to make progress. They feel children are treated as individuals and that, 'staff show a genuine love for them.'

The management and staff have a good understanding of their responsibilities to meet the safeguarding and welfare requirements. Children's safety is assured through daily and termly risk assessments and all staff have accessed relevant training. A comprehensive health and safety policy is consistently shared with visitors, students and parent helpers to ensure a coherent approach. This positively impacts upon the service provided. Staff training is identified through regular supervision and they access a range of courses to support their ongoing professional development. This benefits the children and families well.

Children's needs are identified through observation and discussions with the key person and parents. Secure arrangements have been made to work alongside other professionals to enhance children's opportunities. For example, communication between the setting and the speech and language therapist has given the setting good strategies to use to support children's language development. Approaches to partnership with other providers where children attend more than one setting are well developed. This contributes well to meeting children's needs and provides a consistent approach to supporting their learning and development.

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	127519
Local authority	Kent
Inspection number	842857
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	30
Number of children on roll	81
Name of provider	Scalliwags Pre-School Committee
Date of previous inspection	12/10/2009
Telephone number	01892 835980

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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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