

Scallywags Nursery

59 Suttons Lane, Hornchurch, Essex, RM12 6RL

Inspection date	26/07/2013
Previous inspection date	10/01/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- The key person system works well to help children to form secure attachments with staff, so children are ready to learn.
- Staff help children to develop an understanding of leading healthy lifestyles through providing healthy, balanced and nutritious snacks and meals and daily fresh air.
- Partnerships with parents work well to support continuity of children's care routines and the two-way flow of information about children's progress in their learning and development.

It is not yet good because

- Activities do not always provide children with opportunities to develop their own ideas because staff do not provide sufficient additional resources to help children to use their own imaginations.
- Staff do not always help children to think their ideas through or make connections between different parts of their life experiences as staff do not use effective questioning techniques to support children's communication and language development.
- Unexpected changes in daily routines, for example, where they eat breakfast, does not support children's behaviour as they feel uncertain in new rooms, which are noisier and busier than their usual rooms.

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.

Inspection activities

- The inspector observed play activities in all the indoor learning environments.
- The inspector held discussions with the management, staff and children.
- The inspector conducted a joint observation with the manager.
- The inspector sampled a range of policies and procedures and risk assessment documentation.
- The inspector reviewed children's records, learning journeys and planning.

Inspector

Sue Mann

Full Report

Information about the setting

Scallywags Nursery registered in 2002. It is registered on the Early Years Register and is one of two private nurseries owned by the same proprietor. The nursery operates from five rooms in a converted house in Hornchurch in the London Borough of Havering. There is an enclosed outdoor play area.

The nursery is open each weekday from 7.45am to 6.30pm for 51 weeks of the year. There are currently 62 children on roll in the early years age range. The nursery employs 16 members of staff, of which 11 hold appropriate early years qualifications to at least Level 3. In addition, two staff hold appropriate early years qualifications to Level 6 and one member of staff has Early Years Professional Status. The nursery receives funding for free early education for children aged two, three and four. The nursery supports children with special educational needs and/or disabilities, and children who speak English as an additional language.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop the educational programme for expressive arts and design to encourage children to use their imaginations by providing exciting resources that encourage them to think and learn more actively
- develop the educational programme for communication and language by using good questioning techniques, which enable children to think their ideas through and make connections between different parts of their life experiences.

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

- develop mealtime routines for the older children to promote their social, communication, self-care and independent skills, for example, by serving themselves food and encouraging staff to sit with children to support conversations
- develop children's understanding of behaviour by providing consistent routines.

Inspection judgements

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

The staff demonstrate they suitably understand the learning and development requirements for the Statutory Framework for the Early Years Foundation Stage. They observe children playing, which allows them to find out what children can do and their interests. This enables staff to plan activities and experiences, which respond to children's next steps in learning and will interest them. Children's record forms, which parents fill out at the beginning of each new care arrangement, provides information on what children can do when they start at the nursery. Consequently, staff are able to monitor the progress children are making in relation to their starting points. Children's assessment records show that children are making consistent progress in relation to their starting points. Staff ensure that planning covers all areas of children's learning and development every week, and that the activities and experiences reflect children's interests. For example, cars, trucks and road tracks support children who have shown an interest in transport and building tracks. However, staff do not plan activities to fully encourage children to use their imaginations when playing because additional resources are not provided to enable children to extend the activity as they wish. For example, the role play area in the toddler room does not contain mark making resources to enable children to write shopping lists. In addition, the role play area in the baby room does not provide the youngest children with sufficient resources to pretend to make cups of tea. This does not fully promote children's imaginative and creative play ideas.

Some staff support children's communication and language well. For example, they ask the children questions about what they are doing as they play together. However, this is not consistent throughout the day, as some staff miss opportunities at lunchtimes to talk to children. Staff do not use good questioning techniques to extend children's thinking about where their food comes from, or to ask them about what they have enjoyed during the morning. Staff support children who speak English as an additional language appropriately as they learn key words in children's home languages. This helps children to understand the English equivalents and begin to use English to communicate with their friends and staff. Staff support children to develop an interest in books, as they read story books to children. This enables children enjoy sharing books with staff and their friends.

Sound systems are in place to share information with the parents. Daily verbal feedback ensures that parents are informed about their children's day and any achievements observed during the day. Detailed welcome packs allows parents to understand the settings policies and procedures and ensures that they have filled out all the necessary documentation to enable staff to care for their children. Therefore, staff and parents are able to work together to provide continuity of care routines between home and the nursery. The parents are able to see their children's learning journals regularly, which keeps them informed as to the progress their children are making. Consequently, parents are able to support their children's learning and development at home, which helps children to be ready for the next stage in their learning or their move to school. The staff show a clear understanding of the importance of the two-year-old progress check, which is carried out between the ages of two and three. These checks helps staff to identify any

concerns in children's learning or development and put in place additional support. This helps children to be ready for their future learning.

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

The key person system works well to provide a nurturing and safe environment for the children who attend the nursery. Therefore, overall, children show they feel secure in the nursery as their personal, social and emotional needs are met. However, unexpected changes to their usual routines, such as all age groups having breakfast together, means that some children are uncertain of where they are and this impacts on their usually good behaviour. For example, children find it hard to share their toys, with children they do not usually share with as they are in different age groups. Once children are back in their usual rooms and with their familiar adults and friends, children's behaviour is consistent. Older children show that they are able to share out puzzle pieces as they work together to complete a puzzle. Staff praise the children for their good turn taking and sharing, which enhances children's understanding of how to behave in the nursery.

Children develop a sound understanding of the importance of leading healthy lifestyles as all snacks and meals are healthy and nutritious. All food that children enjoy is freshly prepared in the nursery's kitchen by the cook. Children enjoy eating mashed potato, sausages and vegetables at lunchtime. However, as the food is already served up on the plates, children are unable to learn to independently serve themselves. In addition, staff do not sit down with the children, which means that children are unable to experience the social side of mealtimes, such as enjoying talking to the adults and their friends. Effective hygiene routines and daily access to the outdoor play area helps children to learn how to keep themselves fit and healthy through daily exercise and fresh air.

The nursery supports the children who are moving onto school by inviting the teachers to the nursery to meet the children. This means that children can meet their teachers in familiar surroundings prior to starting school. Therefore, children enjoy continuity of their learning and development when they move to school, as activities and experiences provide sufficient, but achievable challenges.

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

The manager and provider show a secure understanding of the safeguarding and welfare requirements. Following recent unfounded allegations against a member of staff, concise action plans have worked well to ensure that all staff have a good understanding of the procedures to follow should they have a concern about a child. In addition, staff all follow good working practices to ensure that they work with at least one member of staff at all times. Therefore, children are safeguarded well. Regular emergency evacuation drills ensure children know what to do in the event of an emergency. Comprehensive risk assessments and daily checks work well to ensure that the indoor and outdoor learning environments are safe for the children who attend.

The provider sets high standards for her staff and recruitment procedures are rigorous and robust. All new staff are thoroughly checked prior to working with children and are monitored over the six month probation period. This enables the provider and manager to thoroughly assess the capabilities of any new staff member and choose staff who demonstrate the skills and commitment to be working with children. Regular staff meetings provide staff and the manager with opportunities to discuss children's learning and development. This helps to ensure that key persons are correctly identifying and supporting all children's learning. Regular supervision and appraisals enables staff to request any additional training they feel would support their professional development.

Overall, self-evaluation works well to identify the settings strengths and weaknesses. Staff, parents and children are consulted, which helps to draw up actions plans that supports the continuous improvement of the nursery and meets the needs of the children. The nursery is currently undergoing redecoration, which was identified through the consultation process.

Staff demonstrate a secure understanding of the importance of developing positive partnerships with parents. Therefore, children's learning and development is well supported. Key persons take time to talk to parents when they collect their children, which means that parents are able to talk about any concerns they may have about their children's learning and development. Wider partnerships, with professionals such as speech and language therapists and local authority childcare workers work effectively to support children's learning and development. Consequently, all children make consistent progress in their learning and are well prepared for the next stage in their learning or their move to school.

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	EY281646
Local authority	Havering
Inspection number	924178
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	39
Number of children on roll	62
Name of provider	Emma Louise Reynolds
Date of previous inspection	10/01/2013
Telephone number	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, 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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