

Little Scallywags Day Nursery Ltd

476 Garretts Green Lane, BIRMINGHAM, B33 0SE

Inspection date

15/10/2013

Previous inspection date

22/01/2013

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 enjoy good relationships with staff. Therefore, they are happy and keen to learn and rapidly grow in self-confidence.
- Parents are provided with opportunities to engage in and extend their children's learning at home, for example, by attending stay and play sessions and through the visits home made by various soft toy characters.
- Staff are supportive of all children and respond appropriately to their individual needs. They interact very positively with children and forge caring relationships that help children to feel secure.
- A committed staff team effectively implement the setting's policies and procedures to ensure children are safe and their welfare is fully protected.
- All staff place high importance on children's welfare and safety. Effective policies and procedures are in place and implemented by staff. This means children are well protected.

It is not yet outstanding because

- There is scope to improve the opportunities for babies to spend even more time outside to further enhance their very good play, learning and well-being experiences.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities throughout the nursery in both indoor and outdoor spaces.
- The inspector took into account the views of parents through discussions on the day.
- The inspector looked at children's assessment records, planning documentation, evidence of staff suitability and a range of policies and record keeping procedures.
- The inspector looked at children's development folders, children's and staff files and a selection of policies and daily records.
- The inspector spoke to the deputy and other staff throughout the inspection and completed a joint observation with the deputy of an outdoor activity.

Inspector

Jennifer Turner

Full Report

Information about the setting

Little Scallywags Day Nursery Ltd was registered in 2009. The setting is privately owned and operates from a converted house in Garretts Green, Birmingham. The setting is accessed via one step. The provision is situated on two floors, with stairs leading to the first floor. There is an enclosed rear garden for outdoor play.

The nursery is open from 7.30am to 5.30pm for 51 weeks of the year. Children are able to attend for a variety of sessions. Little Scallywags Day Nursery is registered on the Early Years Register and the compulsory part of the Childcare Register.

There are currently 112 children on roll, who are in the early years age range. The nursery is in receipt of funding for the provision of free early education to children aged two-, three- and four-years-old. It currently supports children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery employs 24 members of staff, who work directly with children. Of these, one holds senior practitioner status, 20 hold level 3 qualifications, three hold level 2 qualifications and one is working towards a qualification.

What the setting needs to do to improve further

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

- enhance the opportunities to further promote children's physical development, health and well-being by providing more opportunities to spend time outdoors, this relates to younger children in the nursery.

Inspection judgements

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

All staff have a good understanding of the Early Years Foundation Stage and the characteristics of effective learning. They are enthusiastic in their approach and tailor activities to children's individual interests and learning styles. Consequently, children are motivated and concentrate well. This means they make good progress in their development and are well-prepared for school when the time comes. Staff have a good understanding of how young children learn and develop. They provide a stimulating and welcoming learning environment, where children have fun, develop their independence and access a broad selection of resources across all areas of learning. Staff interact well with children and they are actively involved in their play. For example, they seek out staff

to join in their imaginative play in the role play area and use the hairdryers, brushes and hairclips with enthusiasm as they pretend to own a hair salon. A member of staff sits patiently at the hairdresser's salon, having her hair styled with curls and a fringe. Children attempt to coax the inspector into having her hair styled, but she declines explaining her hair takes a long time to style. Children are encouraged to take the lead in games and they hand out the picture cards and together with staff they play the picture lotto game. Great excitement and laughter is had as a child holds a card up and asks, 'who has this pink octopus?' A member of staff quickly puts their hand up and is handed the matching picture card and the game continues until they all have a complete set of matching picture cards. Pre-school children enjoy a 'letters and sounds' session as part of their daily routine. This is interactive and stimulating as they watch a tape and join in the action songs, such as 'jelly and jam', 'kites are flying in the sky, k, k, k'. They use paint brushes and tooth brushes to make marks on the table, watching it dry and starting again and drawing patterns and letters of their names in flour. Literacy skills are also well-developed as children recognise most letters in the alphabet correctly and can write their names with increasing skill as they use their printed name cards at self-registration.

Staff provide good opportunities for children to join in with group story time, which encourages them to develop good listening skills. Staff read with expression and encourage children to join in with the story, which sustains their interest and means they are not easily distracted. For instance, older children delight in pretending they are going on an adventure hunting for a bear and they join in with familiar refrains and predict what might happen next. To support children who speak English as an additional language staff obtain key words in their first language, in addition to using picture cards to aid communication. Children celebrate major festivals, including Eid, Halloween and Christmas, which helps to promote mutual respect and encourages children to value each other. Children who have special educational needs and/or disabilities are progressing well, due to staff's commitment and dedication in providing suitable care and adapting activities to enable all to participate. They work closely with outside agencies to seek further support and advice when necessary and give one-to-one support.

Children learn about people who help us and a child's recent visit to the local fire station with their parents prompted staff to plan an activity for children to learn about road safety. Outdoors, children and staff play a traffic light game, moving around in different ways as they jump, skip and pretend to fly an aeroplane when the green light is raised and stopping when they see the red light card. Staff questioned children about the different emergency services to encourage them to think for themselves. They asked, 'If my hand is broken who would help me?', children say, 'you will have to see the doctor', 'If I have lost my mummy or daddy who should I go to?', children replied 'the police', 'What is the special number I have to call for the police or ambulance?', children shouted, '999'. Outside activities are also enjoyed by most children who have timetable session in the garden. Children develop good physical skills as they enjoy riding tricycles, using push-a-long toys and using the large slide. However, babies do not always have opportunities to spend more time outside, this means their play, learning and well-being are sometimes not as well promoted as indoors. Children learn about the natural world as they play in the digging area, experiencing the feel of soil and growing bulbs in pots. An understanding of the natural world is further promoted as children collect leaves and conkers on their journey to nursery to display on the interest table.

The quality of teaching is good because staff skilfully use open questions to encourage children to think for themselves. They regularly observe and assess children's progress, which means they have a good understanding of each child's abilities, likes and needs across all areas of learning. They effectively use their observations to plan a good range of experiences to support children's all round development. They keep a progress record for each child and parents contribute to this by adding comments about what their children have learnt at home. This means staff can plan effectively for the next steps in children's learning because they have a full picture of their development.

Parent partnership is strong within the nursery. Parents are actively encouraged to be involved in children's learning in the nursery and to further this at home. For instance, they use home-link books and are invited to 'stay and play' sessions, so they can support their children as they take part in various activities. When children take the nursery's bears home, parents are asked to help them record its time with them in a diary and to take photographs of their events, including if they take the bear on holiday. Parents are also encouraged to use the 'wish upon a star chart', they are encouraged to set targets for children to achieve and staff work with children and parents to achieve the targets. Their efforts are rewarded with a certificate and parents are then encouraged to set another target. This further encourages parents to get involved in their children's learning and development as they share achievements. Parents are fully involved in the summary assessments made on their children, particularly the progress check at age two. Staff are aware of parents being active partners in seeking timely intervention from the relevant agencies and professionals to ensure support is available, to enable all children to reach their full potential.

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

Children have formed very close bonds and attachments with staff and especially their key person. This is due to the skilled staff who have a detailed understanding of the individual needs of each child in their care and children seek the assistance and comfort of an adult who knows them well. Key persons work closely with parents to ensure all children's needs are known and met.

Staff manage transitions between playrooms extremely well, with children having plenty of opportunities to visit for short periods, which are gradually lengthened until children settle happily. Children are developing an understanding about the importance of leading a healthy lifestyle. They benefit from freshly prepared food cooked on the premises, with fresh fruits offered at snack time and children access their own water bottles throughout the day. Children learn about the importance of self-care, resulting in them becoming ever more independent, for example, choosing activities to play with and using the bathroom independently. A good range of resources are provided for children and stored within their reach, so they can access them independently. Children are learning to keep themselves safe during play, such as when handling scissors and when on trips and outings they learn

about road safety. Staff teach children about how to manage risks and children look forward to taking a clip board and pen to complete a risk assessment of the garden before they go out to play.

Children are kept safe within the nursery because all exterior doors are kept secure and effective risk assessments ensure that all areas and equipment are fit for use. Specialised safety equipment, such as closed circuit television, is fitted in all rooms and is used to monitor children's movement around the building. In addition, safety gates are fitted to all room doors and stairs. All staff are regularly trained in paediatric first aid and can deal with any accidents involving children appropriately.

Staff have high expectations of children and as they are secure this results in them learning to manage their own behaviour, making for a harmonious atmosphere. Children take delight in finding their reward charts to put their stickers on and know when their chart is full they get a special gift. Children are considerate to their friends, for example, helping them to fasten their coat buttons when preparing for outdoor play. Children behave well. They know the rules of the setting and understand that these are in place for their own well-being. For example, they know not to run indoors as they may slip and get hurt. Children are reminded of good behaviour through discussions at group circle time. Children pay attention as staff remind them about using 'kind hands', 'switching on their ears' and putting 'their thinking caps on'. This engages and instructs children in a fun way. Children receive encouragement and praise from staff throughout the day, which effectively builds self-esteem and they are regularly rewarded with lots of praise and show great pride in being chosen as a 'special helper'.

Resources are of a good quality and constantly updated. Rooms within the nursery are bright and spacious, enabling children to move around freely. The outdoor area provides a variety of experiences as children explore climb and ride. Good professional partnerships between all adults and professionals in children's lives, effectively promotes children's well-being. This results in children being confident and capable of embracing new challenges in their life, including as they move on to schools.

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

The management team are keen to develop the nursery and committed to driving it forward and have made a number of improvements. The entire nursery has been re-decorated and is brighter and welcoming. In addition a large room has been added to the first floor for toddlers, as well as toilets and nappy changing stations being relocated to main rooms. This promotes children's independence and ensures staff can maintain close supervision. Staff have reviewed risk assessments to ensure any hazards are identified, so that children's safety is maintained. Staff have addressed the action set at the last inspection by ensuring children have uninterrupted time to play and explore, as well as

freedom to become more involved in activities. Self-evaluation is used to good effect and future goals have been identified to promote continuous development. For instance, plans are in place to develop the outdoor area to create a natural area for children to explore. Parents are involved in the self-evaluation as they complete questionnaires about their views and practices at the nursery. Staff evaluations and local authority input further add to the evaluation process and identify areas for change.

Effective recruitment and vetting systems help ensure all staff working with children are qualified, experienced and suitable to do so. Induction arrangements ensure that new staff clearly understand their roles and responsibilities. Regular supervision and annual appraisals are used as ways to closely monitor ongoing staff performance. Also, peer to peer observations are in the process of being introduced, so staff can take an active role in closely examining and developing their own and each other's practice. Each week the management team use the close circuit television images to review staff practice and to monitor the delivery of the educational programme. This close monitoring ensures consistency in children's care and learning and is a beneficial way of identifying any training needs or areas for staff development. Continual professional development is positively encouraged with training and development opportunities actively sought. This good level of support means that staff have a secure knowledge and awareness of how to meet the learning and welfare needs of all children.

Managers and room leaders use effective tracking documents to ensure that children are covering all the areas of learning and that all children are making good progress. Where gaps are identified, staff are quick to respond by providing focused activities to help children develop their skills. Safeguarding procedures are fully understood by staff and there are clear written policies in place to underpin good practice. Staff are clear about the signs and symptoms that may indicate abuse and they understand their own responsibilities to report any concerns about children or colleagues. Any visitors to the nursery are required to sign in and are never left alone with children. Children show that they feel safe in the setting. They know what resources are available and confidently move around to access the toys they want. This encourages their independence and gives them a good sense of freedom. The nursery supports a number of children with special educational needs and/or disabilities and those who speak English as an additional language. Staff effectively works in partnership with parents and other professionals to ensure that any specific needs are promptly identified and addressed. This helps all children to reach their full potential.

Staff build positive relationships with parents and regular daily communication about their child's achievements and well-being helps to foster this. Noticeboards around the nursery provide parents with additional information about childcare issues and about the Early Years Foundation Stage in particular, along with parents' workshops. This helps parents to support and develop their children's learning at home and means they are kept well informed about children's progress and feel confident to raise any concerns with staff. Parent comments show that they are very happy with the care provided. They report that their children are 'more than happy' and 'even ask to come at the weekend'. The nursery recognises the value of developing strong links with local schools and other settings, to provide support for children who transfer to school.

The Childcare Register

The requirements for the compulsory 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	EY399440
Local authority	Birmingham
Inspection number	939048
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	82
Number of children on roll	112
Name of provider	Little Scallywags Day Nursery Ltd
Date of previous inspection	22/01/2013
Telephone number	01217896497

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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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