

# Scallywags Nursery Chelmsford

The Pavillion, Burnell Gate, Beaulieu Park, CHELMSFORD, Essex, CM1 6ED

## Inspection date

30/01/2014

Previous inspection date

19/01/2009

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	2
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## The quality and standards of the early years provision

### This provision requires improvement

- Babies and children form strong bonds and emotional attachments with their key persons, which helps them gain a positive sense of well-being and belonging.
- Resources are easily accessible in all rooms so that children can direct their own learning. There are excellent opportunities for children to develop their physical skills in the creatively designed garden areas.
- Partnerships with parents and external agencies are a key strength and highly effective in making sure that appropriate interventions are secured and all children receive the support they need.
- Staff are secure in their understanding and implementation of the nursery's effective 'whistle blowing' policy.

### It is not yet good because

- The safeguarding and welfare requirements of the Early Years Foundation Stage are not completely met because the nursery's own safeguarding policy is not always fully implemented by all adults working in the setting.
- Younger children are not provided with regular opportunities to serve their own food to further promote their independence.

## 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 all playrooms and the garden.
- The inspector spoke with the management team, staff and children.
- The inspector took account of parents' views by speaking with them on the day.
- The inspector sampled policies and procedures, staff suitability records, risk assessments, children's development records and other relevant documentation.

## Inspector

Jenny Forbes

## Full report

### Information about the setting

Scallywags Nursery Chelmsford was registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of two nurseries owned by a partnership. The nursery operates from four rooms within a sports pavilion on a housing development in Springfield, Chelmsford, Essex. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs 14 members of childcare staff, all of whom hold appropriate early years qualifications, including one with Qualified Teacher Status. The nursery opens Monday to Friday, all year round, from 7.45am until 6pm. Children attend for a variety of sessions.

There are currently 52 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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

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

- ensure that all management and staff are aware of, understand and enforce all the requirements of the strict safeguarding policies of the nursery, with particular regard to staff numbers on outings and the use of mobile phones.

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

- provide more opportunities for younger children to serve their own food, further promoting their independence.

## Inspection judgements

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

All staff demonstrate a good knowledge of the seven areas of learning and how children learn through play. They provide a wide variety of activities and experiences to help children make good progress in their learning and development. Staff effectively observe children at play and use these observations to identify the next steps in their learning. Planning is consistent throughout the nursery and staff incorporate children's interests into imaginative activities to extend children's learning and provide challenge. For example,

children are keen to see how much rain has collected in buckets in the garden. They are eager to use it to pour down plastic guttering using a variety of pots, pans and utensils to see how fast or slow it flows. Staff extend the activity by introducing light balls onto the guttering and children search around for resources thinking what they might introduce to prevent the water running away into the ground. This activity encourages outdoor physical play and supports their creative thinking and problem-solving skills.

Children express themselves creatively as they paint paper plates to make masks for Chinese New Year. They excitedly tell a visitor how they mixed the paints to make the colour green. They enjoy painting whiskers on their masks using toothbrushes and say 'I've got a special one', indicating the shape of their brush. Children develop skills in communication and language as staff engage them in conversation and ask open-ended questions. For example, children explore an Arctic scene of artificial snow, Arctic animals and ice. Staff ask how the ice feels to them and which animals live in these conditions, and ask if a panda really lives there. Babies learn the names of farm animals and repeat the sounds made by their key person. Children who are learning to speak English as an additional language are very well supported and make good progress. Staff ask parents to provide words and phrases from their home languages to aid communication and language development.

Children learn about the world as they play in the home corner, which has been transformed into a Chinese restaurant. They make Chinese lanterns and collages and staff paint their names in Chinese writing, promoting understanding of different languages. Computers and other technical resources, enable children to develop a good understanding of information and communication technology. Children grow fruits, vegetables and herbs in the garden and are enthralled as staff teach them how bees collect nectar. Children demonstrate how well they are learning and say 'They make it into honey for people'. Pre-school children write their names on a whiteboard and practise skills to prepare them for the next stages in their learning and school. Parents are actively involved in their children's learning and are invited to comment on learning that takes place at home. Parents are encouraged to participate in the life of the nursery by sharing a dish from their culture, bringing traditional costumes or telling folk tales.

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

Babies and older children form close and trusting relationships with their key persons and other staff. They feel safe and secure as staff use sensitive methods to help settle children into nursery life. However, as staff on occasions have not followed their own safeguarding policy and procedures, children's safety cannot always be fully assured. Staff give new children individual attention and support to help them feel at home in the nursery. Babies are cared for very well in the nursery. They receive lots of praise and encouragement to try new things. They learn to feed themselves and share toys with their friends. They love the sensory feel of paint as they explore with their fingers. Staff help them to stick on pink tissue petals to make lotus flowers for the themed display. The nursery environment is well resourced, stimulating and welcoming, both indoors and outdoors. Exercise sessions take place every morning and children are provided with opportunities to exercise in the

fresh air every day and in all weathers. They are provided with waterproof clothing and learn how to protect themselves from the elements. They proudly make remarks about their wellington boots, noting that they reflect a superhero design.

Children learn to keep themselves safe as staff ask them why they must stay away from a cordoned off area. They are keen to tell a visitor that the wind blew the tiles from the roof and they cannot play there until it is mended. Children are well supervised in all parts of the nursery and in the garden areas. Children are confident and friendly. They learn to be independent as they manage their own personal care needs. They learn to wash their hands after using the toilet, after play and before eating. However, younger children are not encouraged to serve their own food, which means they have fewer opportunities to learn skills for the future. Staff provide a healthy diet for the children and discuss with them the food they are eating. They have good systems in place to ensure the safety of those with medical or dietary needs. Babies' nappies are changed frequently and hygienically and parents are informed of younger children's personal care routines through the use of daily two-way communications books.

Children behave well in the nursery because staff are consistent in their expectations. Children with special educational needs are well supported as staff work closely with parents and other professionals to ensure their needs are met and they make good progress. 'Wow' boards celebrate children's achievements and boost their self-esteem. Parents are asked to provide certificates that children receive outside of the nursery and a child is chosen to be 'Star of the week' which motivates children to participate and achieve. End of term graduation ceremonies help pre-school children to feel positive about leaving the nursery and starting a new challenge in their lives.

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

The inspection was prioritised following concerns being raised about the provider's ability to safeguard the children in the nursery. The inspection found that the provider had not followed the procedures outlined in the nursery's safeguarding policy regarding staffing numbers on outings and the use of mobile phones. The nursery has a clear safeguarding policy and procedures that meet the requirements of the Early Years Foundation Stage, however, on these occasions it was not effectively implemented. The nursery staff are secure in their understanding of their own 'whistleblowing' policy and take appropriate action to report incidents that do not meet safeguarding requirements. All staff complete appropriate safeguarding training to ensure their knowledge is up to date. It is clear, from records and discussions, that staff act in the best interests of the children. Records of staff to child ratios were checked at inspection and found to be at the correct level within the nursery on all occasions.

The environment and activities are effectively risk assessed to ensure that children remain safe and secure. All adults working with children are subject to appropriate background checks to ensure that they are suitable to work with children. Recruitment procedures are robust and new staff receive a full and rigorous induction and are supervised throughout

their probationary period. Effective monitoring of the educational programme and successful tracking of individual children's development, enables staff to identify any gaps in their learning, and to seek appropriate intervention and professional advice. Managers effectively observe staff and appraise their professional development. This results in a strong motivated staff team, who are committed to providing a high quality educational programme for all children. Ongoing professional development is discussed regularly and practitioners are encouraged to pursue training to enhance their practice. Children's starting points are identified through information gathered from parents. The progress check at age two is carried out in partnership with parents and health visitors, which promotes children's all round development.

Self-evaluation of the nursery is effective because parents, staff and children are encouraged to voice their views regularly. Parents can make their views known in a number of ways and many parents write comments on a chart by the parents' area in the foyer. Managers demonstrate a clear drive for improvement and have secure plans in place for the continued development of the nursery environment. These include continued improvements to the outdoor area and more facilities for information and communication technology. Partnerships with parents and other professionals are strong. The nursery shares information with parents through daily group record sheets, termly topics sheets, parents' evenings, newsletters, foundation stage folders, 'wow' boards, home and school diaries, informal chats when children are dropped off and collected, parents board and visits and outings. Parents speak highly of the staff during the inspection and they say their children are thriving. They comment on the friendliness and helpfulness of the staff. They say that their children are making good progress and the structure and routines of the nursery prepare them very well for the next stage of their learning and school.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY346906
<b>Local authority</b>	Essex
<b>Inspection number</b>	952296
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	35
<b>Number of children on roll</b>	52
<b>Name of provider</b>	Scallywags Nursery - Chelmsford Partnership
<b>Date of previous inspection</b>	19/01/2009
<b>Telephone number</b>	01245 468857

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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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