

Scallywags Day Nursery

Westwick Farm, Westwick, OAKINGTON, Cambridge, Cambridgeshire, CB24 3AR

Inspection date	17/02/2014
Previous inspection date	17/09/2008

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		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

- Staff clearly identify children's individual needs through sensitive observations and use these to skilfully plan the next steps in their learning. As a result, children make good progress.
- Staff partnerships with parents are well-established and make a strong contribution to children's care, learning and development.
- Staff are vigilant about children's safety and provide a safe and secure environment for them.
- Knowledgeable staff provide a wide range of experiences for children to participate in, both indoors and out. This results in children having many opportunities to make good progress in their learning and development.
- The inspiring leadership and management contributes significantly to the ongoing development of the nursery and the good achievements of the children.

It is not yet outstanding because

- Staff do not fully maximise all opportunities for children to use their home language during play to support their all round language development and early reading skills.
- The arrangements for children wishing to use the mobile toilet facilities when attending activities away from the main nursery building do not always provide them with a good level of privacy when managing their own personal needs.

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 each of the playrooms, the outdoor area, a forest school session and also talked with staff.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff working within the nursery, the provider's action plans and a range of other documentation.
- The inspector took account of the views of three parents spoken to on the day in addition to written feedback.
- The inspector carried out a joint observation with the nursery manager.
- The inspector held meetings with the nursery principal and nursery managers.

Inspector

Lorraine Pike

Full report

Information about the setting

Scallywags Day Nursery (Westwick) is one of two nurseries owned by Countryside Day Nurseries Limited. It is located in the village of Westwick, near Cambridge. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is an accredited Forest School. Children have access to several enclosed play areas for outdoor play and four acres of countryside, which are used for planned sessions by the 'outdoors activities team' and to care for the nursery's animals.

There are currently 182 children attending who are within the early years age group on roll. Children attend for a variety of sessions, both full-time and part-time. 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. The nursery operates at ground floor level and is easily accessed.

The nursery is open all year round from 7.30am to 6pm, Monday to Friday, with the exception of some public holidays. There are 26 members of staff employed to work with the children, a majority of which hold an appropriate childcare qualification at level 3. This includes one member of staff who holds a level 3 Montessori qualification and one who holds a level 3 qualification in Forest School. One member of staff holds a qualification at level 4 and the manager holds a degree in early years.

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 for all children to use their home language during play to support their all round language development and early reading skills, for example, by displaying labels on everyday resources and objects in children's home languages
- enhance the arrangements for children to manage their own personal needs when attending outdoor activities away from the main nursery building to ensure children's privacy is fully maintained when they use the mobile toilet facilities.

Inspection judgements

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

Staff have a secure understanding of the learning and development requirements of the Early Years Foundation Stage as they demonstrate a good understanding of how children

learn and develop. Consequently, they support all children well to enable them to make consistent progress towards the early learning goals. As a result, children are well-prepared for their next stage in learning. Staff use their detailed observations and assessments of children's learning to inform them of their next steps in relation to their starting points. They ensure information about children's learning styles and preferences is obtained from parents when they first start to attend through discussion and completion of an 'All about me' booklet. This enables the child's key person to get to know their key children well. Staff take into account children's interests and capabilities to effectively plan for future challenges, resulting in activities being tailored to children's individual needs. Older children play an active part in planning as they contribute their ideas during daily 'talking time'. For example, they suggest some key words relating to the current topic of fairy tales, such as 'fantasy' and 'star'. Staff value their ideas as they incorporate them into vibrant 'words are worth it' displays that support children's early reading skills as they learn new words. Staff support children with special educational needs and/or disabilities by working closely with parents and other professionals to agree robust strategies. They create individual plans and specific activities that support their individual needs. Children enjoy regular sing and sign sessions, this supports non-verbal children in communicating their needs. Staff also support children who are learning to speak English as an additional language; they learn key words in children's home languages and provide visual prompts to support their understanding of the routine of the room. However, staff do not fully maximise all opportunities for children to use and develop their home language during play to support their all round language development and early reading skills.

The educational programmes provide for all areas of learning and are adapted to meet the needs of the children of different age groups. Activities for babies and toddlers are set out well to ensure that they are able to participate at their own level. Staff purposefully encourage babies and toddlers to explore and investigate both inside and out. They have ample space to move which effectively supports their physical skills as they learn how to walk, slide and balance. They enjoy a wide range of cause and effect toys, such as musical instruments and pop-up toys. Staff demonstrate how to use them and as a result, young children begin to use their senses to explore the world around them. Staff have attended 'Every child's a talker' training, which has a positive impact on them effectively promoting children's language and communications skills. Staff always respond with enthusiasm to babies babbles and vocalisations. They try out new words in response to conversations, story telling, singing and signing with staff. For example, they join in with different animal sounds and respond to simple choices of drink by signing 'milk'. The extensive and thoughtfully planned outside environment provides children with a wealth of learning opportunities. They enjoy positive experiences with the nursery animals as they learn how to show care and concern for living things. Older children attend regular forest school sessions led by knowledgeable staff. Children play exceptionally well together as they begin to make-believe by pretending. For example, they cook a range of dishes in the mud kitchen; they scoop up the mud and add water as they independently operating the water barrel. Staff extend their play by making suggestions, such as adding other natural resources. Children's confidence and self-esteem is increased as they are eager to participate in the challenging activities available in this stimulating outside space. For example, their physical skills are enhanced as they swing on a rope and learn how to balance on structures they create from grates, tyres and large planks of wood. Staff motivate the children to keep on trying through regular praise and encouragement. They

also challenge children to think critically by asking them to think how they could swing higher on the rope. As a result, children develop an increased awareness of how to move their body in a range of ways to achieve a goal. Children of all ages, choose to look at books and listen attentively to stories read to them in small groups. Children's understanding of mathematics is developed through play experiences. For example, children join connecting tubes and use simple mathematical language such as 'big', 'small' and the 'same' as they make comparisons between the height of their tower and themselves.

There are well-established systems to provide information to parents about children's progress. Parents and staff meet regularly to reflect on children's accomplishments. Staff compile termly reports to demonstrate the progress children are making. They share this information during creatively organised parent evenings, which enable parents to develop an increased understanding of how to support their children's learning at home. Effective transitions to the next age group rooms enable new key person staff to understand children's interests and capabilities. Therefore, children settle well. As a result, children are developing in-line with typical expectations and are acquiring the skills they need to be ready for the next stage in their learning.

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

Children settle well because of the homely atmosphere created by the nursery. Staff enable familiar routines to be followed that match the level of care similar to that which children receive at home. Parents provide information about routines and general care that ensure children's individual needs are met. Key persons develop strong trusting relationships with their children enabling them to feel secure. Children have positive role models from both the male and female members of staff; this helps children learn that all adults and children are valued and included within the nursery. Children who attend are very confident because they know their key person well and are familiar with the nursery's routines. Staff provide a high level of support for children and their parents during their transitions to new rooms in the nursery. For example, the current key person introduces children to their new key person, other children, the playroom and where their personal items will be stored. This helps children to become familiar with the new room and enable them to settle swiftly into new daily routines. Staff use a positive and consistent approach to managing children's behaviour, which takes into account their understanding and maturity. Staffs' calm and polite manner sets a good example for children. Consequently, children behave well and spontaneously demonstrate good manners, such as saying 'yes please' when staff invite them to help themselves to lunch. In addition, staff regularly reward children with stickers for their achievements. They write the reason for children's good behaviour on speech bubble wall displays. As a result, parents and other staff are fully informed of individual achievements and this enables others to talk about examples of good behaviour in a positive manner.

The flexible routine enables them to make independent decisions and choices, raising their self-confidence. Children are competent at managing their personal needs relative to their ages. They have independent access to toilets and are prompted if necessary, to wash their hands. During forest school sessions, staff provide children with the option to use the

potty outside or return to nursery to use the toilet. However, arrangements for children who choose to use the potty do not always provide them with a good degree of privacy to manage their own personal needs. Children play in a clean environment where they learn the importance of good personal hygiene. For example, staff support younger children to wash their hands after having their nappy changed and before mealtimes. Staff monitor older children after toileting and before meals and they explain to children the reasons why they need to wash their hands. Staff also support children to manage their own hygiene by encouraging them to help themselves to tissues from the 'sniffle stations' available in each room to wipe their nose. Children move freely around their rooms and access an increasingly broad range of experiences that develop their growing independence. Babies and toddlers sleep according to the individual routines and therefore, wake happily and are happy to resume their play. Children receive a good range of healthy nutritious meals over a four-week cycle that is freshly prepared on the premises. Children discuss the health benefits of foods and regularly help to prepare the food they eat for snack. They develop a raised awareness of where food comes from as they grow their own fruit and vegetables in the nursery garden. This helps them to understand food that is good to eat. Parents share information about children's dietary requirements, and good attention is paid to supporting children who have food allergies. Staff make sure that fresh drinking water is available to children at all times so that they stay well-hydrated. Staff support children to learn how to keep themselves safe during daily routines. For example, staff clearly explain to the children where to stand and wait when they visit the nursery animals and the reasons why they should not take their comfort items. Visits within the local community also increases children's awareness of road safety as they wait to cross the road safely.

The 'outdoors activity team' have developed the outdoor areas exceptionally well to provide all children with the enthusiasm to play and enjoy daily physical exercise in the fresh air. Children are able to explore, test and develop physical control through well-planned activities. Children also enjoy fun weekly exercise classes that helps to develop control and coordination in their movements. This helps them to develop a positive attitude to exercise and effectively promotes their health. Developed links with local primary schools and visits from school staff enable children to meet their prospective teachers ready for when they transfer at the end of the school year. This prepares children well for the next stage of their education. Progress information is shared between staff so that the transition from nursery to school is a smooth one.

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

The management team have a good understanding of the requirements to safeguarding and promote children's welfare. This inspection was brought forward following a notification received from the management team. This was in relation to a member of staff being re-employed at the nursery without having a new Disclosure and Barring Service check carried out in-line with good safeguarding practices. A full investigation took place into the circumstances of this event. It was found that there was minimal risk to children as the member of staff had previously received a clear check and was known to the group. The management team have now implemented robust procedures to prevent a

recurrence. The management team and staff are knowledgeable about the policy and procedures for dealing with child protection issues, allegations made against staff and making referrals if they have any concerns about a child. Their practice is reinforced by detailed safeguarding policies. They are also fully aware of the requirement to notify Ofsted of any significant event that may impact on the well-being of the children. This supports children's welfare. The management team has thorough recruitment procedures to ensure staff are suitable. The nursery premises are secure as they have effective systems in place to prevent unauthorised visitors gaining access to children. For example, a coded security door system is in operation and permits only staff to gain entry. The manager uses comprehensive risk assessments and daily room checks to help ensure that the children play in a safe environment. In addition, there are clear procedures for outings and forest school sessions to promote children's safety. The manager oversees that all documents required for the safe and effective management of the children are in place, confidential and well-maintained.

Staff understand their role and responsibilities because they receive clear communication and guidance from the manager during induction sessions, regular staff meetings, supervision and appraisals. In addition to this, the manager works alongside staff and is able to oversee staffs' performance and assist them in their professional development. Consequently, staff are well-supported to provide high quality care and education. They attend a range of training to ensure they are up to date with any changes in legislation and to further their childcare knowledge. Recent training for key person's has provided them with clarity of their role. As a result, they now know how to further support parents in their children's learning. All staff are trained in paediatric first aid. The educational programmes are thoroughly monitored and this ensures they promote opportunities across all areas of learning and children enjoy their experiences and make good progress. The manager and staff have a strong drive and ability to build on their good practice. They effectively identify their strengths and have a clear robust plan for improvement. The views of children, staff and parents inform change and are strongly welcomed. Good links with an Early Years Professional from the local authority has proved influential in making significant improvements, and addressing the recommendations made since the last inspection. Planned improvements include, introducing home visits and diaries for children who also attend another setting, to further improve their experiences in nursery.

The manager and staff's partnerships with parents are well-established and this makes a strong contribution to children's care, learning and development. The manager makes sure that a wealth of information is made available to parents so that they are well-informed about their child's general well-being, achievements and progress. For example, key persons give daily feedback at the beginning and end of the day. They complete a daily diary about children's routine care, share children's assessment records with parents and encourage parents to contribute to their child's assessments. This enables parents to support children's learning at home. Parents are encouraged to share their views about the quality of care and learning on offer to their children. They complete annual questionnaires and regularly send letters and cards containing positive comments. These indicate that they are very happy with the way in which their children are being cared for and the learning opportunities that are made available to children. Parents describe the outdoor activities and forest school facilities as 'wonderful'. They are particularly impressed with the individual attention that staff give to their children. Therefore, they feel reassured

that staff know their children well and are able to meet their evolving needs. They say that 'staff are fantastic and very dedicated to their roles'. The staff understand the importance of working in partnership with external agencies. They work well with external agencies to support the care and development of children with additional needs. Therefore, children receive timely intervention when it is required.

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

Unique reference number	EY294872
Local authority	Cambridgeshire
Inspection number	952432
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	162
Number of children on roll	182
Name of provider	Countryside Day Nurseries Limited
Date of previous inspection	17/09/2008
Telephone number	01223 232400

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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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