

# Scallywags Nursery

59 Suttons Lane, Hornchurch, Essex, RM12 6RL

<b>Inspection date</b>	22/01/2014
Previous inspection date	26/07/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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 are clear about their roles and responsibilities in relation to safeguarding children, which promotes children's welfare.
- Staff know their children well and as a result good attachments are built and transitions support children's individual needs.
- Children are cared for by a committed staff team to promote good outcomes for children.
- Strong partnerships are developed with parents and staff work well with outside agencies to support children with additional needs.
- Children enjoy outdoor play and planning is extended outdoors to ensure children's play is meaningful.

### It is not yet outstanding because

- Overall, staff use good questioning techniques to promote language development. However, at times they do not always use the tone of their voice appropriately, and allow children to think and respond to questions.
- Staff do not always use concepts such as more and less in older children's play to extend their developing mathematical skills.

## 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 the staff and children during their play.
- The inspector sampled documents, children's developmental records, policies and procedures.
- The inspector took account of the views of a parent spoken to on the day of the inspection.
- The inspector discussed the setting's self-evaluation and action plans.

## Inspector

S Campbell

## 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 available.

The nursery is open each weekday from 7.45am to 6.30pm for 51 weeks of the year. There are currently 56 children from six months to under five years on roll in the early years age range. The children attend on a part-time and full-time basis. The nursery provides funding for free early education for children aged three-and four-years old. The nursery supports children with special educational needs and/or disabilities, and children who speak English as an additional language.

The nursery employs 14 members of staff, of which all hold appropriate early years qualifications. Two staff are working toward a high childcare qualification. The nursery receives 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 learning for children's mathematical skills to develop an understanding of more and less.
- consistently keep voice levels to a minimum and provide opportunities for children to think and respond to questions

### Inspection judgements

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

Staff have a strong understanding of the Early Years Foundation Stage and as a result children are making good progress in all areas of learning. From the outset, staff ensure information about children's starting points are obtained. Additionally, during the settling in period they carry out observations so that they are able to build on what children already know using baseline assessments. Staff make effective use of ongoing observations and assessments to support children's learning and development. They ensure children's interests are included in the planning of activities so that children are challenged according to their age and stage of development.

Babies are cared for by staff who support their individual needs well. The learning

environment is bright, colourful and engaging. Children enjoy taking part in water play. They laugh as a member of staff blows bubbles from her palm and they attempt to blow them back. Babies are captured by imitating, swirling the water with their movements and the effects of the water splashing on the face. In the main, babies benefit from the close interactions with staff to support their learning and play.

Older children enjoy looking at books independently and they handle them correctly. Children enjoy story time sessions with their friends. Staff encourage children to predict events and promote engagement by asking good open-ended questions. This allows children to share information about loving their family members. Children are confident talkers and initiate communication with adults by asking 'what's your name?' In response, they introduce themselves and the names of their friends. However, at times staff's tone of voice is raised, which means children's responses are not heard. In addition, staff are not always allowing children time to think and respond to questions. Staff support children who speak English as an additional language well. They ensure group time sessions are inclusive and continually talk to children to promote their confidence.

Staff display family photos enabling children to feel valued and proud. Through purposeful activities, staff encourage children to put meaning to the marks they make by drawing pictures of special people in their lives. Consequently, older children clearly draw identifiable pictures, which demonstrate their emerging writing skills. Chalk boards are located in all rooms, enabling children to feel confident in making early marks with appropriate tools, for example, chunky chalks.

Through practical situations, staff encourage children to make connections with numbers. Children enjoy counting the legs on the toy spider in the hay and counting their fingers while taking part in circle time. While playing with bricks, staff use language to help children identify big and small objects. However, staff do not always use opportunities to expand this aspect of their learning by talking to children about more and less to extend their early mathematical skills. Children enjoy dressing up in a fire service hat and in superhero costumes, which promotes their imagination. The current topic is 'under the sea' and this helps children learn about various sea life animals, for example, children learn about whales, crabs, sharks, dolphins and star fish. Children learn basic information and technology skills while playing on the computer. They enjoy playing colouring games, including sorting recycling objects in various waste containers, for example glass, paper and plastic. This helps children develop an understanding of caring for the environment.

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

Children separate from their parents with ease, demonstrating trusting relationships and good bonds are developed with staff. Staff support babies' individual needs well and promptly comfort children when they are upset. Young children benefit from exploring their environment with the support of staff within close proximity, which aids their confidence. Children are well behaved and staff use gentle reminders to encourage children to say 'please' and 'thank you' at appropriate times. Circle times are used to remind children of the nursery rules, enabling them to learn right from wrong. Parents provide useful information about children's individual needs to ensure these are known

and met. This is because a detailed 'all about me' initial assessment record is completed in partnership with parents.

An established key person system helps to ensure children's transitions are well supported. A tailored 'all about me' assessment record is completed by staff to ensure a smooth changeover when children are moving from one room to another within the nursery. Additionally, the nursery has developed good links with schools to ensure children are supported and prepared. A graduation ceremony is held for those children moving on to school. Children's certificates are presented by the local mayor and parents attend, which celebrates a significant milestone in children's lives and allows children and their parents to feel proud.

Children benefit from daily fresh air and exercise. The planning of indoor activities is extended outdoors to effectively support children's learning and development. They are able to take safe risks while playing on a stepping stone-type apparatus because they are closely supervised by staff. Additionally, it helps children learn about their own personal safety and abilities. Children enjoy playing with and on a varied range of outdoor equipment to support a range of movements. For example, they use ride on toys, a rocker and tricycles. Others enjoy acting out real life situations while playing in the house and making staff 'dinner' with a slice of pretend pizza.

Children enjoy healthy meals that are prepared on the premises. Babies benefit from feeding themselves with finger foods, which helps to promote their independence. Older children are guided to serve themselves and to scrape their plates at mealtimes. More able children undertake this task independently. Through everyday routines, children are able to make choices about their play by using 'choice boards', which enable them to support their own interests and learning. Parents provide detailed information about children's dietary requirements and allergies. Staff make sure this is reinforced because children have clearly labelled placements with their photograph and their dietary need to ensure these are met.

Staff follow good hygiene practices to promote children's well-being. Anti-bacterial hand gel is located in all rooms to minimise the spread of cross infection. Staff think about children's best interest because they act promptly to contact parents when children are not well. Children learn about keeping themselves safe because staff talk to them about why they should sit on their chair while having meals. For example, so that they do not fall and hurt themselves.

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

Staff work well as a team and they are clear about their duties and responsibilities to ensure children are safeguarded. Staff demonstrate a good understanding of child protection procedures and the importance of liaising with appropriate authorities to promote children's welfare. Relevant documentation is in place, well maintained and readily available for inspection. There are robust vetting procedures in place to ensure children are cared for by suitable adults.

Staff have a good understanding of the safeguarding and welfare requirements, and the learning and development requirements. Through ongoing staff supervision, appraisal and team meetings staff are supported individually and as a group. Staff have designated responsibilities, which contributes to the smooth running of the nursery and promotes good outcomes for children. Management effectively encourage staff to undertake training, which helps support children in the setting. For example, courses in behaviour management, level 5 in management, team leading and child psychology.

Effective systems are in place for self-evaluation and are used alongside action plans. Consequently, staff are working toward attending ongoing training, supporting senior staff and enhancing the provision for mathematics to support children's learning and development. Previous actions and recommendations made at the last inspection have been addressed to promote strong outcomes for children. Children now take part in a varied range of expressive arts and design activities to promote their imagination, which encourage them to think and learn actively. Staff ask children good open-ended questions to enable them to make connections with their life experiences. Children's independent skills are promoted at mealtimes to encourage them to make choices and promote their self-care skills. Children are familiar with the routine of the day and staff use consistent methods to manage children's behaviour.

Strong relationships are built with parents. Through a varied range of methods, staff maintain a good two-way flow of communication with parents about children's care, learning and development. For example, through regular discussion, parent meetings and the home school communication book. This means that parents are able to contribute to children's next steps in learning. Parent's feedback is positive about the care and service provided. Parents say that their children enjoy their time at the nursery. Furthermore, information is shared about activities to undertake at home to support children's learning and development. Staff are committed to supporting children with additional needs. Useful information is obtained from health care professionals to ensure children's individual needs are met, which effectively promotes inclusion. Additionally, where required, specialist training to administer medication is undertaken to ensure children receive appropriate care.

## 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>	EY281646
<b>Local authority</b>	Havering
<b>Inspection number</b>	945228
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	39
<b>Number of children on roll</b>	56
<b>Name of provider</b>	Emma Louise Reynolds
<b>Date of previous inspection</b>	26/07/2013
<b>Telephone number</b>	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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