

Scallywags Day Nursery (Girton)

48 Cambridge Road,, Girton, CAMBRIDGE, CB3 0PJ

Inspection date	31/07/2014
Previous inspection date	05/12/2008

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 have high expectations of children and provide challenges that effectively promote their learning.
- Partnerships with parents and other professionals are successful. This ensures children get the support and continuity of care and learning they need.
- All staff throughout the nursery have a good understanding of their responsibilities for protecting children. Robust procedures are implemented in practice to make sure children are safe within the nursery and protected from unsuitable adults.
- The provider, manager and staff are diligent in monitoring and reflecting on their practice. Therefore, the nursery continues to deliver very good learning and development opportunities for children as well as meeting the childcare requirements of parents and carers.

It is not yet outstanding because

- Children have fewer opportunities to build on their developing early reading skills in the outdoor area, by adding signs and labels so that children continue to practise these emerging skills in various contexts.
- Staff do not always extend the environments, outside and inside, enabling children to expand their knowledge and understanding of natural materials and the natural world.

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 spoke with the provider, manager, staff, children and parents at appropriate times throughout the inspection.
- The inspector observed activities in all areas used by the children, both inside and outside.
- The inspector carried out joint discussions with the manager in relation to making observations of the children's play, learning and progress.
- The inspector looked at a selection of policies, procedures and relevant documentation, including safeguarding records and suitability checks for all members of staff.

Inspector

Lynn Clements

Full report

Information about the setting

Scallywags Day Nursery (Girton) is one of two nurseries owned by Countryside Day Nurseries Limited and is located in the village of Girton, near Cambridge. It was established in 1994 and is on the Early Years Register. The setting operates from a converted house. There is an enclosed area for outdoor play. The setting serves the local area and is accessible to all children. There are currently 63 children on roll. The setting opens Monday to Friday, all year round from 7.30am until 6pm, for 51 weeks of the year. Children attend for a variety of sessions. The setting 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. The setting employs 12 members of childcare staff. Of these, three staff, which includes the manager, hold appropriate early years degrees. Five are qualified at level 3 and three are currently unqualified. The nursery is a member of the National Day Nurseries Association and holds accreditation with the Green Light Trust and Investors in People.

What the setting needs to do to improve further

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

- extend further early reading opportunities for children in the outdoor area, for example, by adding signs and labels so they continue to practise their emerging reading skills in various contexts
- enhance support for children's emerging investigation skills by extending the provision of natural resources in the outdoor and indoor environments.

Inspection judgements

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

There are clear systems in place with regard to teaching and learning. Progress checks for children between the age of two and three years are completed in partnership with the children's parents or carers. This information contributes towards the key person knowledge about what each child knows and can do. In addition, staff make ongoing observations of all the children to assess their progress across the prime and specific areas of learning. Each child's key person monitors these learning records using progress trackers. This attention to detail enables staff to check that all the children continue to make good progress. It also enables them to identify any gaps in children's learning and development. Consequently, action taken is swift, to minimise and wherever possible, close known gaps in order to make sure that children are fully prepared with the skills they need for later moves on to school. The nursery is currently supporting a number of children who speak English as an additional language. Strategies include talking buttons,

dual language books and multicultural resources. In addition, pictorial clues and key words help children settle and feel confident that staff understand and can support them with their initial needs.

Throughout the nursery, there are posters and well-presented wall displays to reflect the children's varying backgrounds and cultures. This provides an inviting and friendly environment for the children and their families. Children across the nursery demonstrate that they are competent communicators. Babies babble away confidently and interact warmly with staff and each other. Staff tune in, providing responses that delight and encourage further interaction. Staff use open-ended questioning methods to promote listening and thinking skills, which facilitates older children's language development. Staff provide a wealth of labels, pictorial clues, and bright interesting displays to stimulate and inspire children's learning. However, children have fewer opportunities to further develop their early reading within the outdoor area and practice their emerging skills in various contexts. Babies make good progress with regard to their physical skills. Space is organised very well, which enables them to shuffle, crawl, pull themselves up on well-placed furniture and toddle around. This also assists them to make their own choices in relation to the toys and resources they wish to play with and explore. The enclosed outside play area supports children to enjoy fresh air and join in more robust activities which are not possible indoors. However, staff do not provide sufficient opportunities for children to explore an even wider range of real and natural resources. Older children enjoy opportunities to visit the sister nursery and make good use of their forest school. Regular outings enable the children to learn about the local community in which they live. Children enjoy visits to local shops and the park. They learn about harvest and other events while visiting the vicar, in the nearby church. Children also meet local residents as they participate in nursery organised occasions, such as providing afternoon tea and entertainment for local elderly residents. These opportunities enable children to enjoy the company and stories of a different generation, helping to increase their knowledge and understanding of the wider world around them.

Staff within the nursery take time prior to placement to share information with parents and carers linked to the learning needs of their children. This provides staff with a clear picture of each child's age, ability and starting point. All development records are well maintained and shared with parents or carers, who are warmly encouraged to share ongoing learning that happens at home. By working together, adults are able to share relevant information relating to the children's achievements. This enables staff within the nursery to build more effectively on what each child knows and can do.

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

Meetings prior to placement provide the ideal opportunity for staff, parents and carers to discuss the individual care needs of each child. This means that vital information is communicated clearly, relating to the medical, dietary or religious needs of children. This helps staff within the nursery to organise and provide care that meets children's needs and respects the wishes of their families. The effective key-person system ensures that children are cared for by staff who know them extremely well. For example, babies are

clearly settled and at home within the nursery. They respond warmly to all staff and move around confidently. Older children are able to move freely in both the inside and outside environments. Relationships between children and staff are warm and sensitive. All children are developing well in relation to their personal, social and emotional well-being. This confidence and support of their self-esteem, embeds the assurance they will need for later moves on to other early years settings or school.

Staff have a good understanding about the importance of supporting and promoting healthy lifestyles. The nursery cook carefully plans menus, which meet the specific dietary requirements of each child. Produce is locally sourced and meals are prepared and cooked from scratch. This attention to detail ensures that the children enjoy high quality meals and snacks, which supports their nutritional needs and enables them to thrive. The children demonstrate their good understanding about the importance of cleanliness. They take themselves to the toilet and wash their hands without needing reminders from staff. Innovative ideas, such as the 'sniffle station' provides the children with the means to deal hygienically with runny noses. Children use tissues, place them in the bin once finished and use the strategically placed hand-gel dispenser to ensure that their hands are as clean as possible and free from spreading germs. Opportunities for outdoor play, both within the nursery grounds and further afield, enables the children to build on and develop their physical skills. For example, children enjoy throwing and catching balls, which helps with their hand-eye coordination.

Behaviour is very good throughout the nursery. The good attention to planning interesting and motivating play opportunities captures the children's interest, motivation and participation. All children are developing the positive characteristics of effective learners. Staff promote personal safety awareness. For instance, when taking walks in the local area, the children learn about the importance of using their road safety knowledge. Attention to providing very good quality child-height storage and furniture enables babies and children to develop and build on their self-help skills and independence. It also means that when they have made their selections in relation to toys or resources, they can explore these in safety and comfort.

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

The provider, manager and staff in the nursery have a good understanding of their roles and responsibilities to meet the safeguarding and welfare, and learning and development requirements of the Early Years Foundation Stage. As a result, the individual needs of children are well met. In addition, parents and carers using the service have peace of mind. Children are protected and safeguarded against harm as correct checks on adults are in place to ensure the well-being of children. The designated leads for safeguarding have a clear understanding of their roles and all staff are knowledgeable about the procedures to take should they have concerns about a child. Attention to induction and ongoing appraisals make sure that the professional development of staff is positively promoted. This means that children are supported by staff that have a good knowledge of teaching methods and create good quality play environments. In addition, they remain up

to date with new ideas. As a result, planned activities and learning experiences are matched well to each child's age and stage of development. Therefore, the children successfully make good progress in their overall learning and development.

The manager reviews teaching practice throughout the nursery along with the children's learning records. Monitoring also takes place with regard to the day-to-day management of the setting. This attention to reflective practice through self-evaluation enables the provider and manager to identify strengths of the nursery and areas for further development. This results in a nursery, which continuously reviews, consults and improves the service offered to children and their families.

Partnerships with parents and carers are friendly and purposeful. There are a range of communication approaches open to families, within the nursery. These include face-to-face meetings with their child's key person, text, email, telephone and newsletter bulletins. The nursery also maintains its own website, which keeps parents and carers up to date with nursery life. Parents and carers report that they are extremely happy with the nursery and find all staff friendly and very approachable. They state that their children form warm and secure attachments with their key person, which helps their children to become confident, providing a wonderful start in life. Partnerships with other providers are good. The nursery staff work with teachers from local schools to encourage a relationship where they can exchange information to help support those children in their move to school. The completed summaries of children's learning are also shared, with parental and carer consent, enabling the receiving members of staff to learn about and plan for the children's initial entry into reception class.

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	EY297989
Local authority	Cambridgeshire
Inspection number	877841
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	42
Number of children on roll	63
Name of provider	Countryside Day Nurseries Limited
Date of previous inspection	05/12/2008
Telephone number	01223 277400

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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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