

# Scallywags Nursery

C/o Roseberry Academy School, Roseberry Crescent, Great Ayton, MIDDLESBROUGH, Cleveland, TS9 6EP

## Inspection date

14/11/2014

Previous inspection date

12/05/2009

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

1

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 good teaching skills and a good understanding of the Early Years Foundation Stage. They enthusiastically engage children in purposeful play and consequently, all children make good progress.
- Children are happy and settled as they enjoy supportive relationships with their key person. Staff are caring and foster a supportive culture, where children willingly help each other. Consequently, they are emotionally secure and play well together.
- Staff maintain good partnerships with parents, a wide range of agencies and other providers, helping to provide continuity of care and enhance children's learning experience.
- Staff are clear about their responsibility for safeguarding and protecting children and regularly refresh their knowledge. There are robust safeguarding and child protection procedures in place. Therefore, children are kept safe from any potential harm or abuse.

### It is not yet outstanding because

- Opportunities for children to access stimulating resources which are open-ended, moveable and used in a variety of ways, are not always easily available.
- Staff do not always fully utilise opportunities for children to develop their recognition of numerals during daily activities.

## **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 activities throughout the nursery in both the indoor and outdoor spaces.
- The inspector looked at children's records, observation and assessment files, planning documentation and a selection of policies.
- The inspector spoke to the manager, staff and children throughout the inspection.
- The inspector took account of the views of parents spoken to on the day.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's self-evaluation.
- The inspector carried out a joint observation with the manager.

## **Inspector**

Vivienne Dempsey

## Full report

### Information about the setting

Scallywags Nursery was registered in 1992 and is on the Early Years Register. It is situated within Roseberry Academy. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs four members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above, including one with Qualified Teacher Status. The nursery opens Monday to Friday term time only. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 27 children attending who are all in the early years age group. The nursery provides funded early education for 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 further improve the quality of the early years provision the provider should:

- enhance further the already stimulating environment, for example, by ensuring resources are open ended and more easily accessible, so that they can be used, moved and combined in a variety of ways, particularly in the indoor environment
- enhance opportunities for children to continue building on their good mathematical knowledge, by making full use of opportunities for children to recognise numerals, particularly during circle-time activities.

## Inspection judgements

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

Teaching is effective, supporting children to make good progress in relation to their starting points. When children first start at the nursery, staff invite parents to share information about what children can already do and enjoy. They also complete detailed observations to gain a secure knowledge of the children's learning, development and skills. They use this information to plan activities that are designed to offer stimulating and challenging experiences based around the interests and developmental stages of each child. Children's progress is carefully monitored through a clear tracking system, which shows all children make good progress within the seven areas of learning. Children enjoy their time at the nursery and their needs are well met. Staff are very skilled in providing purposeful play for children. They play alongside children and effectively extend their learning through questioning and talking about what they are doing. For example, children enjoy painting with a variety of colours. They confidently name the colours and ask staff if they can make their favourite colour pink. Staff provide the powder paint needed and use questioning effectively to discuss the different colours that they need. Children also

comment that they need yellow and blue paint to make green. This demonstrates their understanding of change and the effect that mixing colours has on the final result.

Children who have special educational needs and/or disabilities and children who speak English as an additional language are given individual support by staff who know them well. Staff have a strong desire to ensure that all children make the best progress in their learning, from their initial starting points. Staff work effectively with parents, other providers and agencies to tailor support for children, to ensure any gaps are closed quickly. Staff provide children with new words and copy children's phrases, to help reinforce their language acquisition. As a result, children feel their views are being listened to and they develop confidence speaking in small groups to share their ideas and interests. Staff also provide a showing box, where children are encouraged to bring items in from home. This enhances children's good communication skills as children talk confidently to their peers about their personal objects. Children use scissors to cut shapes and patterns in paper, which means they are learning to take appropriate risk in their play, learning to use the scissors correctly. They use glue sticks to make unique pictures with the shapes they cut, enhancing their creative skills.

Children have great fun exploring the rain. For example, they wear their wellington boots to enjoy splashing in puddles. Furthermore, they listen carefully to the sounds made by the rain on their umbrellas. Children are also able to use resources such as, crates and planks to build, while outdoors. However, opportunities for children to use a wide range of stimulating resources, which are open ended so that they can be used in different ways, are not always available indoors. Children develop their independence as they are encouraged to hang up their own coats and find their name for self-registration. This helps to prepare children for the move to school or nursery. Children join in with circle-time activities and confidently talk about the days of the week and the weather outside. However, opportunities for children to recognise numerals during this time are missed. Consequently, the development of children's early mathematical skills are not always fully supported.

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

Children's emotional well-being is effectively promoted throughout the setting. A well-established key-person system ensures that all children benefit from secure attachments. The caring and supportive environment helps children to feel safe and secure, providing a strong foundation for their well-being and independence. Staff provide good support to prepare children for their move to school. They liaise with parents and pass on children's progress records to the teachers in the adjoining school. Children are also encouraged to join in with school activities, such as watching plays and taking part in celebrations. Children also have dinner in the school hall. As a result, all children have a secure foundation for their future learning. This helps prepare them emotionally for their move to school. The environment is friendly, warm and welcoming and most resources are easily accessible in low-level storage units. The baskets are labelled to support children in making their independent choices. Children confidently navigate around the setting, freely choosing how and with what they would like to play.

Children are confident and have a secure sense of belonging within the nursery. They behave very well due to the staff being excellent role models. Staff promote children's good behaviour by giving them lots of positive praise and treating them with respect. Staff take the time to play with children. They model good manners and turn taking to support them to play well together. Older children are encouraged to help the new children in the setting. Staff use reward schemes like stickers to promote good behaviour. Consequently, children are happy and settled and behave very well. Staff complete risk assessments in all areas. This includes furniture, equipment and toys, so that children can play and learn in safety. Children manage their own safety during their own play activities. Older children help to sweep up the sand so that others do not slip. This demonstrates that children know how to keep themselves safe during activities. Security is managed well at the nursery, with external doors kept locked and visitors greeted by the manager and asked to sign in. This means effective measures to minimise risks to children are in place, contributing to their safety and well-being.

Children are encouraged to be physically active daily and thoroughly enjoy exploring the outdoor area. They skilfully navigate bicycles and scooters carefully, avoiding other children and obstacles. Children also have great fun exploring outdoors in the rain, jumping and splashing in the puddles. They follow daily routines and are beginning to understand the positive contributions these make to their health, such as washing their hands before snack and after visiting the bathroom. Children are encouraged to put on their coats and wellington boots before going outside, which helps to develop their self-care skills.

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

Children are effectively safeguarded. This is because staff demonstrate a good knowledge of the local safeguarding procedures. For example, they are confident about the action to take if they are concerned about a child's welfare. Recruitment and selection procedures are effective and all relevant checks are in place to check that staff are suitable to work with children. Staff's ongoing suitability is closely monitored through regular meetings and an annual appraisal. This gives the manager and staff the opportunity to discuss individual progress and to reflect and set targets for the following year. Staff work closely with teachers from the adjoining school to evaluate the educational programme. They also work together to moderate tracking documentation to see if children are making expected progress. This means that any delays in children's development can be easily and quickly identified and addressed. Any causes for concern about children's development are discussed with parents to ensure they are always fully informed. In addition, other agencies are brought in to give advice and guidance, ensuring a multi-agency approach is maintained.

Self-evaluation is used well to drive the provision forward. Areas for improvement are identified and clearly targeted to focus on aspects that will bring about the most positive impact for children. The recommendations from previous inspections have been suitably addressed. For example, the assessment system to record the overall progress made by different groups of children from entry point to leaving the setting has been further

developed. This helps to ensure that all children make good progress and their individual learning needs and interests are met. Staff work effectively in partnership with other agencies to meet the needs of children who attend. Parents comment that they are extremely pleased with the way that the nursery staff support their children, particularly those who have special educational needs and/or disabilities. Key persons attend meetings with relevant agencies and receive support in meeting children's individual needs. Partnerships with the adjoining school are strong. Children regularly visit the school library to take part in story time. Staff receive support from the local authority and work with them to provide good-quality, free early education for three- and four-year-old children.

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	400266
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	847863
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	27
<b>Name of provider</b>	Lynne Sturdy
<b>Date of previous inspection</b>	12/05/2009
<b>Telephone number</b>	07754 426624

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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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