

# Scallywags Nursery Chelmsford



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

## Inspection date

17 April 2015

Previous inspection date

30 January 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children make good progress in their learning. They actively participate in an exciting range of planned and free-choice learning opportunities. As a result, children are keen, motivated learners, who are well prepared for school.
- Management and practitioners pay high regard to safeguarding children. Consequently, children remain safe, well cared for and secure within the nursery environment.
- Children's emotional development, self-esteem and confidence is effectively promoted. Practitioners help children to settle into the nursery environment through warm and caring support.
- Children's progress is effectively assessed through clear and consistent tracking. Management audit the progress of all children to quickly identify any gaps in their learning or areas which the nursery needs to improve.
- Parents are encouraged to play an active role in their children's progress. Key persons communicate effectively with parents, both verbally and through daily diaries.

### It is not yet outstanding because:

- Children's literacy skills are not fully promoted. For example, the book corners in the pre-school and toddler rooms lack inspiration. Therefore, books are not easily accessible and the children show limited interest in books.
- Partnerships with other early years settings, which children attend are not robust enough to enable key persons to fully complement the learning that takes place across all aspects of children's lives.

## What the setting needs to do to improve further

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

- review the organisation of cosy areas and reading spaces, for example, by making the books more accessible and the book corners more attractive and inviting, to engage children's interests and extend their love of books
- improve information sharing and partnership working with other early years settings, which children attend, in order to identify children's needs, complement the learning that already takes place and support them in making good progress.

### Inspection activities

- The inspector observed activities in each of the playrooms and the outdoor areas.
- The inspector held discussions with the registered provider, the deputy, the special educational needs coordinator, practitioners and children at appropriate times during the inspection.
- The inspector looked at a range of records including children's details, accident and medication records, information about children's learning and development, written risk assessments and written policies.
- The inspector looked at documentation relating to practitioners' suitability and qualifications.
- The inspector held a joint observation with the deputy to review the quality of teaching.
- The inspector took account of the views of parents spoken to at the time of the inspection and through comments shared in children's learning journeys.

### Inspector

Lynn Hughes

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Practitioners use their knowledge of each child to provide an exciting and interesting educational programme indoors and outdoors. Good use is made of the local environment and visitors to the nursery to enhance children's learning. Practitioners extend children's use of language through clear appropriate questions and by introducing new vocabulary. Babies' emergent communication is promoted by practitioners responding affectionately to their coos and gurgles. Practitioners provide a print-rich environment by labelling resources and displaying appropriate words indoors and outdoors. However, children's interest in books is not well promoted. For example, the books in both the toddler room and the pre-school room are not easily accessible and the areas are not attractive to children. This prevents children from freely accessing and enjoying books.

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

Children's early experiences of nursery life are well-supported through effective communication between key persons and parents. Key persons demonstrate acute understanding of how to promote children's emotional well-being, to ensure that they develop into independent and confident young people. Children behave well as they understand the nursery's boundaries and rules. Practitioners act as good role models, encouraging children to be kind and caring towards each other. Children's dietary and medical needs are effectively met through the nursery's clear policies on healthy living. Children experience fresh air and exercise daily when they play in one of the nursery's two gardens and when they go for regular walks in the local community. Children who move from one room to another within the nursery are effectively supported through this change. For example, key persons work closely with parents and manage the change in accordance with each child's needs.

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

Management and practitioners demonstrate secure knowledge of how children learn. They use their expertise to tailor planning to meet every child's learning needs well. Accurate monitoring of the educational programme and assessment systems provide management with a precise knowledge of each child's progress. It also helps to identify areas for development within the nursery. Robust recruitment procedures ensure that all adults working with children are suitable and have completed a thorough induction within their first couple of months of employment. A firm commitment to training enables the effective sharing of skills and knowledge during team meetings and in-house events. Reflective practice is used well to review and evaluate the success of the nursery and to focus management's attention on future development. Partnerships with parents and others are strong. However, key persons miss some opportunities to fully complement the learning that takes place across all aspects of children's lives, by not working effectively enough with other early years settings, which children attend.

## Setting details

<b>Unique reference number</b>	EY346906
<b>Local authority</b>	Essex
<b>Inspection number</b>	1010729
<b>Type of provision</b>	Full-time provision
<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>	66
<b>Name of provider</b>	Scallywags Nursery - Chelmsford Partnership
<b>Date of previous inspection</b>	30 January 2014
<b>Telephone number</b>	01245 468857

Scallywags Nursery was registered in 2007. The nursery employs 11 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two, three- and four-year-old children.

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