

Scallywags Pre-School

Rothwell Community Centre, Well Lane, Rothwell, Kettering, Northamptonshire,
NN14 6DQ



Inspection date

Previous inspection date

7 January 2016

18 May 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The pre-school is well led and managed. There is a strong team of adults who work effectively together to provide for the children's individual needs.
- Accurate systems are in place to evaluate the progress of different groups of children. This helps to promptly identify any need for early intervention and supports all children, including those with additional needs, to make good progress in their learning.
- Effective partnership working with parents ensures a united approach to meeting individual children's needs and helps them to develop relevant skills for the future.
- Children's communication and language skills are particularly well promoted. Staff have attended training in this area and have successfully implemented a range of approaches to help children make the best possible progress.
- Children enjoy playing with a wide range of good quality toys and materials. Activities are based on children's interests and the environment supports their independent play and learning well. This means children settle quickly and make good progress.

It is not yet outstanding because:

- Performance management arrangements do not always focus precisely on how staff can fully develop and extend specific aspects of their teaching skills.
- Occasionally, staff do not use everyday activities to extend children's understanding of numbers and positional language.

What the setting needs to do to improve further

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

- refine the monitoring of staff practice so that it is more focused on precise aspects of children's learning and development and drives the quality of teaching to the highest level
- extend the opportunities for children to use numbers and positional language in everyday activities, enhancing their understanding of mathematical concepts.

Inspection activities

- The inspector observed the quality of teaching during activities indoors in the large and small playrooms, and assessed the impact this has on children's learning.
- The inspector held a meeting with the pre-school manager.
- The inspector looked at relevant documentation, discussed self-evaluation and viewed evidence of the suitability of staff working in the playgroup.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Ruth Patel

Inspection findings

Effectiveness of the leadership and management is good

The pre-school manager has a clear understanding of the requirements of the Early Years Foundation Stage. The arrangements for safeguarding are effective. Staff's knowledge in relation to safeguarding children is very secure. They are fully aware of the procedures for reporting concerns. The staff team work very well together and are keen to improve outcomes for children. Staff regularly attend training workshops to update their knowledge. This has a positive impact on the learning experiences offered to children. Regular supervisions and staff meetings are in place. Systems to monitor and evaluate staff practice are being developed. However, they are not sharply focused enough on raising the quality of teaching to the highest level. The manager oversees staff's monitoring of children's development. Where identified, additional support is effectively put into place, ensuring children receive the help they need.

Quality of teaching, learning and assessment is good

Staff are well qualified and experienced. They talk confidently about where children are in their learning and development and are skilled in supporting their continuing progress. Staff follow children's interests as these emerge through play which develops their learning further. Children are active learners who are motivated to engage in the wide variety of interesting and challenging activities available to them. Older children are keen to show their emerging writing skills. Some are confident enough to attempt to write their names. Toddlers excitedly investigate the play dough. They mould, shape and roll the dough using a variety of tools. There are opportunities for children to be creative and use their imagination, such as through painting, craft activities and role play. Children interact with others well and they develop good social skills. Staff promote children's communication skills well. They join in with children's play and ask questions to extend learning.

Personal development, behaviour and welfare are good

Staff work hard to create a calm and welcoming atmosphere where children flourish. The key-person system is well established and effective. Children develop positive relationships with friendly and caring staff. They behave well and show kindness, concern and respect to others. Staff encourage children to share, take turns and play cooperatively together. This supports children to develop good personal and social skills. Staff help children to develop self-help skills by providing opportunities for them to do things for themselves. For example, children serve their own drinks at snack time and put on their own aprons for activities. Children enjoy healthy snacks and the spacious indoor play area provides good opportunities for daily physical activities.

Outcomes for children are good

Children are cared for in an inclusive environment where their individual needs are well supported. They are making progress that is typical for their age and this includes children with special educational needs. Children make good progress during their time at the pre-school and are well prepared for the next stage in their learning including school.

Setting details

Unique reference number	EY358148
Local authority	Northamptonshire
Inspection number	857550
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	24
Number of children on roll	23
Name of provider	Jane Giordano
Date of previous inspection	18 May 2011
Telephone number	07765 797 919

Scallywags Pre-School was registered in 2007. The pre-school employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The pre-school is open for four days a week during term time. Sessions operate from 9.15am until 11.45am and 12.30pm until 3pm on Monday, Wednesday and Friday, with additional lunchtime sessions from 11.45am to 12.30pm. Sessions on a Thursday are from 9.15am to 11.45am. The pre-school provides funded early education for two-, three- and four-year-old children.

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