

Inspection date

18 April 2016

Previous inspection date

11 October 2010

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

- Staff question children skilfully to extend their problem-solving skills. For example, while building a castle, staff effectively discussed with children what they could do to make a section of the castle stronger and children made, and tried, different suggestions.
- Children develop good communication and language skills. Young children communicate confidently using simple language. Older children have in-depth conversations with each other and staff. For example, they talk about what they are doing after school or for special events, such as the Queen's birthday.
- The managers monitor all children's progress well, particularly those who are not meeting expected levels of development. They work closely with staff and parents to support children and help them to make good progress.
- Staff celebrate all the cultural festivals of the children attending and value their home languages. They encourage parents to provide traditional dishes for children to try and encourage children to bring objects linked to their cultures from home.

It is not yet outstanding because:

- In the outdoor area, children have limited access to activities that promote early reading skills. This does not fully support those children who learn better outside.
- Children are not always encouraged to take responsibility. For example, they throw their coats on the floor and staff do not ask them to hang them up.

What the setting needs to do to improve further

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

- provide children who prefer to learn outside with more opportunities to develop their early reading skills in the outdoor area
- provide more encouragement for children to take responsibility and to respect their environment.

Inspection activities

- The inspector observed children and staff playing both indoors and outdoors.
- The inspector and provider participated in two joint observations.
- The inspector spoke to staff about safeguarding and supervision.
- The inspector spoke to parents.
- The inspector reviewed a sample of documentation.

Inspector

Genevieve Mackenzie

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a good understanding of how to identify and report child protection concerns. They have regular meetings with managers to discuss their practice and identify opportunities for professional development to help them improve their teaching. It also gives them the opportunity to discuss new ideas for activities and resources to enhance learning opportunities for children. Staff form good relationships with parents, regularly communicating and sharing information with them. For example, they give daily feedback and write weekly diaries to keep parents informed so that they can work together to better support children's learning. The managers have a reflective self-evaluation process, which helps them to make improvements to the learning experiences of children. Self-evaluation includes the views of staff, parents and children.

Quality of teaching, learning and assessment is good

Overall, staff provide a wide variety of activities to support children's learning. For example, children looked for minibeasts and found a snail. They examined the snail in more detail through magnifying glasses and staff guided their learning by discussing their findings with them. Staff encourage children's early mathematical skills, for example, by using mathematical language and counting during play. Children develop their creative skills through pretend play; making tea for the Queen and pretending that they are 'mummies going to the shops for their babies'. Staff work closely with external agencies to help children who have identified special educational needs to make good progress from their starting points. Overall, staff promote children's literacy well. For example, they use small, focused group activities to develop children's knowledge of letter sounds.

Personal development, behaviour and welfare are good

Overall, staff promote children's independence skills well. For example, children cut their own fruit and put on their coats. They develop good table manners. The key-person system is effective. Children develop strong relationships with familiar adults and this helps to develop their emotional well-being. Children behave well. Staff model good behaviour and implement effective strategies to support children. They help children to learn about healthy lifestyles, such as eating nutritious food and the importance of exercise.

Outcomes for children are good

All children are independent learners and choose activities that interest them. Older children communicate their individual ideas and play together well as part of a group. Children develop good social skills and confidently form relationships with their peers and staff. All children make good progress from their starting points and are well prepared for their next stage of learning, including starting school.

Setting details

Unique reference number	120198
Local authority	Surrey
Inspection number	840313
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	32
Number of children on roll	43
Name of provider	Melanie Lunn and Lori Spiers Partnership
Date of previous inspection	11 October 2010
Telephone number	07793 849192

Scallywags Nursery registered in 1999. The nursery is located in Staines, Middlesex. It is open Monday to Friday from 9am to 12.15pm, term time only. The nursery offers a lunch club on some weekdays. The nursery employs 10 members of staff; of these, seven hold qualifications at level 3. The nursery receives funding for the provision of free early education for children aged two, three and four years.

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