

# Scalliwags Pre-School

South Ockendon Village Hall, 65 North Road, South Ockendon, Essex, RM15 6QH



## Inspection date

27 January 2017

Previous inspection date

6 June 2013

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 work very well together and the organisation of the pre-school is good. Staff provide a relaxed, fun and homely environment where children behave well and each child is respected and valued.
- Very effective support is given to children who have special educational needs or disabilities and those who speak English as an additional language. The management team works closely with external agencies to ensure all children receive the support they need to make progress in their learning and development.
- Staff build very good relationships with parents. They keep them well informed about their children's progress. They also encourage parents to spend time at the pre-school playing with their children at the stay-and-play sessions.
- Robust self-evaluation means that staff are continually extending the service they provide for families and children. The provider works closely with the local authority to achieve this.
- Staff have good links with the children's centre, schools and other agencies involved with their care. This promotes continuity in children's care and learning, and a smooth transfer on to full-time education.

### It is not yet outstanding because:

- Occasionally, staff do not consistently build on what children need to learn next to help them achieve as much as possible in their learning.
- The monitoring of staff performance is not yet fully embedded to ensure more targeted high-quality supervision.

## What the setting needs to do to improve further

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

- sharpen the planning of activities provided so that they consistently build on what children need to learn next, in order to help them achieve as much as possible in their learning
- build on the good systems introduced for performance management, and how staff are monitored to develop their skills and further enrich practice and improve outcomes for children.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school supervisor.
- The inspector held a meeting with the provider. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

**Inspector**  
Jacqui Oliver

## Inspection findings

### Effectiveness of the leadership and management is good

The management team and staff ensure that all children make good progress and have a happy and enjoyable pre-school experience. Staff build on their skills and knowledge by attending relevant training and sharing information gained with their colleagues. This results in professional and informed staff that are committed to providing a high-quality service. Safeguarding is effective. Staff have a very good knowledge about their responsibility to safeguard children. They clearly demonstrate their understanding of what to do should they have any concerns about a child's welfare. Thorough recruitment and induction procedures ensure that adults working with the children are suitable. Parents speak very positively about the care and education their children receive and the guidance they get to support their child's learning at home.

### Quality of teaching, learning and assessment is good

Staff know the children very well and can talk in detail about what their key children know and can do. However, planning does not consistently focus on what children need to learn next to help them achieve as much as possible in their learning. Effective systems for observation and assessment enable staff to track children's progress and identify any gaps in their learning. Children have many opportunities to learn about letters and sounds, and to recognise and write their name. This helps to support the development of their early literacy skills. Staff encourage children to recognise numbers and shapes as they play. They provide opportunities for children to examine different textures and use their senses. Children enjoy being outdoors. They excitedly explore the properties of ice and hunt for snails in the insect garden.

### Personal development, behaviour and welfare are good

Children develop close emotional attachments with staff and other children. Staff consistently reinforce rules and praise children who make good choices. This helps all children to have a clear understanding of behavioural expectations and boundaries. They learn about the importance of healthy lifestyles. For example, they follow well-established hygiene routines, eat healthy snacks and enjoy fresh air and physical exercise every day. Activities and discussions help to develop their awareness of keeping themselves safe, such as using knives safely at snack time. Children have plenty of opportunities to learn about the world around them. Staff encourage parents to share their cultures and customs with the children. This helps children to develop an awareness of the differences between themselves and others.

### Outcomes for children are good

Children of all abilities achieve well throughout their time at the pre-school. They are encouraged to use good manners and treat one another with respect. Staff encourage all children to develop their independence. For example, they take responsibility for small tasks, such as putting on their coats, serving their food and pouring their drinks. The strong focus on developing children's social, communication and language skills ensures that children are very well prepared for the next stage in learning.

## Setting details

<b>Unique reference number</b>	EY290562
<b>Local authority</b>	Thurrock
<b>Inspection number</b>	1064608
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	Julie Elizabeth Carter
<b>Registered person unique reference number</b>	RP513232
<b>Date of previous inspection</b>	6 June 2013
<b>Telephone number</b>	07941653463

Scalliwags Pre-School was registered in 1996. The pre-school employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and 4. The pre-school opens on Monday to Friday from 9.30am until 12.30pm, with extended sessions on Monday, Tuesday and Thursday until 2.30pm during school term times. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children who have special educational needs or disabilities.

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