

# Scallywags Day Nursery (Girton)

48 Cambridge Road, Girton, Cambridge, CB3 0PJ



## Inspection date

10 May 2018

Previous inspection date

31 July 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Management demonstrates a strong commitment to continuous improvement and working towards excellence in all areas. It has high expectations for the provision and the quality of care and learning for all children.
- Staff are committed to working together with parents. Partnerships are well established. Parents are kept well informed about their children's day and learning.
- Staff observe children as they play and evaluate their observations well. They identify what they need to do to support children's progress. They are confident to carry their findings through into planning.
- Staff know the children well. They use this knowledge effectively to plan interesting and stimulating activities that are rooted in children's interests. Teaching strategies take into account how children like to play and learn.
- Staff are exceptionally caring towards the children. Children come into the nursery readily and develop secure emotional bonds with staff. Babies enjoy their cuddles with the familiar staff.

### It is not yet outstanding because:

- Management does not evaluate staff performance well enough to ensure that it is a fully effective aid to building on the already good practice.
- Staff do not identify children's starting points in a timely way. They are not consistently clear about what children already know and can do when they first start in the nursery.

## What the setting needs to do to improve further

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

- establish timely assessments of all children's learning and development when they first attend the nursery to enable staff to quickly know children's starting points
- build on the existing systems for evaluating staff performance to continue to strengthen and build on the good practice already demonstrated.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this had on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection and completed a joint observation with the manager.
- The inspector held a meeting with the management team and also discussed self-evaluation.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the nursery, records of children's learning and a selection of policies and other records.
- The inspector spoke to a small number of parents during the inspection.

### Inspector

Jacqueline Mason

## Inspection findings

### Effectiveness of the leadership and management is good

The management team reflects on the service it provides and is committed to providing a high-quality experience for all children. The team seeks the views of staff, parents and children when planning for improvement, resulting in an action plan that is challenging. Staff are enthusiastic and motivated. They work well as a team to meet children's care and learning needs. The management team monitors the learning and development requirements well. This helps to ensure that any gaps in children's learning are quickly identified and any necessary interventions are sought. Staff have a good understanding of their responsibility to protect the welfare of children. Safeguarding is effective. Staff develop friendly and trusting relationships with parents. Parents describe staff as 'caring and approachable'. They appreciate the 'homely, family environment'.

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

The quality of teaching and learning is good and sometimes outstanding. Staff support children in purposeful play. They are actively engaged in the children's play and learning and build on children's natural instincts to discover and explore. Older children have twice-weekly opportunities to visit the natural environment at the sister nursery, where they follow the forest school philosophy. During these sessions children develop confidence through hands-on learning experiences. They experiment with how soil turns to mud when water is added to it. They delight in exploring the texture of the mud and excitedly describe the 'sticky, gooey' texture. Staff support children's speech and language development effectively. They engage children in conversation and actively listen to what they have to say. Staff respond positively to babies' gestures and babbles.

### Personal development, behaviour and welfare are good

The key-person system is implemented well. Each child has a named person to take responsibility for their daily well-being and plan for their learning and development. In the absence of the key person there is another named adult to ensure that children's care and learning continue to be tailored to their individual needs. Older children confidently ask for support with activities. They persevere in activities with staff support. Children are familiar with the consistent routines, supporting their confidence and sense of belonging. They respond positively to the high expectations of staff. Staff are good role models who talk to children in a calm and respectful manner. Staff support children effectively to develop a positive sense of themselves. Children are encouraged to develop positive attitudes to each other and people beyond their own experiences.

### Outcomes for children are good

Children are motivated learners who confidently lead their own play and learning. They develop good foundations for future learning, such as moving on to school. Older children understand that print carries meaning. They learn about letters and initial sounds and recognise their first name when it is written. Children enjoy actions associated with letters, such as pretending to drive around in 'Vic's van' in response to the letter 'v'.

## Setting details

<b>Unique reference number</b>	EY297989
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	1104285
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	42
<b>Number of children on roll</b>	81
<b>Name of registered person</b>	Countryside Day Nurseries LTD.
<b>Registered person unique reference number</b>	RP910957
<b>Date of previous inspection</b>	31 July 2014
<b>Telephone number</b>	01223 277400

Scallywags Day Nursery (Girton) registered in 1994. The nursery employs 13 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2 or 3. The nursery opens from Monday to Friday for 51 weeks of the year, closing for bank holidays and a week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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