

Little Scallywags Pre-School

Community Centre, Lincoln Road, Skellingthorpe, Lincoln, Lincs, LN6 5UU



Inspection date

22 June 2018

Previous inspection date

17 March 2015

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

- Children enjoy the time they spend at this pre-school. They arrive eager to come in and find out what is happening each day. Staff form close relationships with children and their parents. This helps children to feel settled, safe and secure.
- Staff are extremely sensitive to children's individual needs and their personal, social and emotional development is fostered well.
- Children's behaviour is good. They learn from the staff, who are excellent role models. Staff support children's behaviour in a positive and sensitive way, which is very effective in teaching children to learn the difference between right and wrong. Children are very clear about the expectations staff have of them and the reasons why.
- The manager and staff team are a group of hard working, professional practitioners whose passion and dedication to the children is evident in everything they do.
- Staff are good teachers who skilfully support children to learn through play in ways which interest them. For example, children learn to recognise numbers while playing fun, physical games outside.
- Parents speak very highly of the staff. They praise their professionalism and value how staff work in close partnership with them about all matters regarding their children.

It is not yet outstanding because:

- The manager's processes for monitoring and evaluating children's progress and staff practice are not always as effective as possible, so that all children benefit from the best possible outcomes and gaps in children's achievement close more rapidly.

What the setting needs to do to improve further

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

- focus more precisely on the monitoring of children's progress and the quality of staff teaching to ensure all children make the best possible progress they can and to close gaps in achievement between different groups of children more rapidly.

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 manager.
- The inspector held a meeting with the pre-school manager. 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

Clare Johnson

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Children's safety is of high priority to staff, who ensure the environment is safe and children are always supervised. When staff take children to the toilet or outside in smaller groups, they communicate with one another via walkie-talkies, which ensures they always know where children are. Staff are clear about their responsibilities regarding child protection and know what to do if they have any concerns about a child in their care or a colleague. Recruitment procedures and ongoing suitability checks are robust, which helps to ensure that all staff are suitable to work with children. Staff work closely in partnership with parents to support children's ongoing care and learning. They also work with local schools, sharing information and coordinating visits to support children's transition into Reception class. The manager and staff are good at reflecting on their practice and identifying areas for improvement. Most staff are qualified and all have regular access to training. This has a positive impact on the outcomes for children.

Quality of teaching, learning and assessment is good

Staff take turns to plan a stimulating range of activities which is based on children's interests and staff's assessment of what each child needs to learn next. They use effective teaching strategies to engage children in learning. For example, when playing a memory game together, staff ask children many open-ended questions to develop their thinking and to promote their communication and language skills. Staff are skilled storytellers who make stories and books fun and interesting. They maintain children's attention at story time by bringing the story to life and engaging children in the tale. Staff are skilled at adapting activities to support children's individual needs.

Personal development, behaviour and welfare are good

Children's good health is promoted as they are provided with nutritious snacks and staff work closely with parents to ensure lunchbox options are healthy. Children have daily opportunities for physical play inside and outside. They enjoy experimenting by pouring water down a gutter to see how fast it goes. Children proudly show staff how fast they can run and are praised highly for their efforts. They learn to take responsibility for their own and others safety when carefully walking up the slope to the outside play area. Staff remind children not to run and to be careful about where they are walking.

Outcomes for children are good

All children, including those who receive funded early education, make good progress in relation to their starting points. Additional funding is used effectively by staff to focus on enhancing children's experiences and supporting progress. Children enjoy themselves as they play and explore. They find insects outside and enjoy feeling the sensation of them crawling on their skin. Children look at insects through magnifying glasses, discuss what they are learning with staff and recall earlier discussions they have had about ladybirds. They are prepared well for when they leave pre-school to move on to school.

Setting details

Unique reference number	253573
Local authority	Lincolnshire
Inspection number	1090351
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 5
Total number of places	46
Number of children on roll	36
Name of registered person	Sarah Beale
Registered person unique reference number	RP904225
Date of previous inspection	17 March 2015
Telephone number	07866 969930

Little Scallywags Pre-School registered in 1991. The pre-school employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and one holds an appropriate early years qualification at level 2. The pre-school opens from Monday to Friday term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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