

# Scallywags Pre-School

The Jubilee Suite, The Parish Hall, Halwill Junction, Beaworthy, Devon, EX21 5XR



## Inspection date

6 July 2018

Previous inspection date

25 November 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

- Staff provide a welcoming environment and develop good relationships with children. Children are happy and settled in the pre-school and display high levels of confidence. For example, they are independent in their activity choices and approach adults to join them in their play.
- Links with the local school and toddler group mean that children are emotionally well-prepared for their next stage of learning and development, including starting school. For instance, they regularly join the Reception class for shared activities and get to know their new teacher well.
- Partnerships with parents and outside agencies are good. Children benefit from this consistent approach to their learning and development. All children make good progress and gaps for children who have special educational needs (SEN) and/or disabilities are closing.
- The management monitors the quality of teaching well. For example, they regularly observe both the staff's and the manager's interactions with children and discuss their performance with them. As a result, teaching is consistently strong.

### It is not yet outstanding because:

- The management team has not fully developed the tracking of individuals and groups of children, to swiftly identify gaps in their learning and development, and help them make even better progress.
- Occasionally, staff miss opportunities to build on children's knowledge of healthy food choices, to further support their ability to develop healthy lifestyles.

## What the setting needs to do to improve further

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

- develop the tracking of individual and groups of children, to more swiftly identify gaps in their learning and development
- consistently support children's understanding of how to make healthy food choices for themselves.

### Inspection activities

- The inspector observed a range of activities, indoors and outdoors, and assessed the quality of teaching and its impact on children's learning.
- The inspector had a meeting with the manager, and explored the views of children and staff at convenient times during the inspection.
- The inspector had discussions with several parents and considered their views.
- The inspector looked at a sample of documentation, including policies and procedures, staff suitability checks and children's learning records.
- The inspector carried out a joint observation with the manager.

### Inspector

Rebecca Martin

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The leadership and management ensure that all staff are suitable to work with children. For example, they follow safer recruitment procedures for new employees and annually check the ongoing suitability of all staff. The management and staff understand their responsibility to keep the children in their care safe. They know the correct procedures to follow in the event of a safeguarding concern and regularly conduct risk assessments to avoid accidents. Staff are keen to build on their skills and knowledge. They work with the manager to select training that will improve outcomes for children. For instance, recent training has led to greater mathematics progress for all children.

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

Staff have a good understanding of how children learn and the learning requirements. They use their knowledge and precise assessments of children's development to plan activities that engage and stimulate children. Children are highly creative and lead their own play. For example, they use resources from a game to make towers for counting, and develop their imaginative play. Children learn about the world around them and show good levels of knowledge. Younger children show this as they name the flowers in their gardening plot and older children know the parts of plants. Staff support children's communication skills well. For instance, they give children time to respond to questions and model correct pronunciation of words.

### Personal development, behaviour and welfare are good

Children are thoughtful of the feelings and needs of others. Young children demonstrate this as they offer cloths to other children unprompted, so they can clean their place after snack time. All children concentrate on activities for significant periods of time. They are curious and imaginative learners. This is evident as they investigate the effects of putting rice into water and squeal in excitement at the changes. Children understand how to keep themselves safe. For instance, they learn to walk in pairs sensibly and 'stop, look and listen' when crossing roads on their weekly walks to the school. Children behave well and are able to solve minor disputes themselves. For example, children choose to use timers to share activities fairly. Children develop good coordination, which is shown when younger children throw objects into small nets using both over and underarm throws.

### Outcomes for children are good

Children learn key skills that prepare them well for starting school. For example, older children learn to write numbers and the letters in their name, and younger children learn to play alongside others, taking turns. All children display high levels of independence and an ability to care for themselves. For instance, they show good physical skills when spreading butter onto crumpets, and clean up after themselves during mealtimes.

## Setting details

<b>Unique reference number</b>	106369
<b>Local authority</b>	Devon
<b>Inspection number</b>	1126513
<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>	26
<b>Number of children on roll</b>	25
<b>Name of registered person</b>	Scallywags Pre-School (Halwill) Committee
<b>Registered person unique reference number</b>	RP909063
<b>Date of previous inspection</b>	25 November 2015
<b>Telephone number</b>	07552238793

Scallywags Pre-School (Halwill) is a committee-run provision, registered in 1992. The pre-school is open weekdays between 9.15am and 3.15pm during school term times. The pre-school receives funding for the provision of free early education for children aged two, three and four years. There are five members of staff, of whom, three hold an appropriate childcare qualification. This includes the manager who has qualified teacher status.

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