

Inspection date	10 October 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

The provision requires improvement. It is not yet good because:

- The provider has failed to notify Ofsted about one of the committee members who manage the childcare provision. Furthermore, the provider has failed to follow up a request for further information about another committee member. Consequently, Ofsted have been unable to carry out the required checks to determine all committee member's suitability for their role.
- Self-evaluation procedures are not rigorous enough to identify weaknesses in the provision that need to be fully addressed.
- Staff do not seek information from parents about what their child already knows and can do, prior to their child starting at the pre-school.

It has the following strengths

- Staff demonstrate high levels of care for all children and praise children throughout the day. This helps children to settle in quickly, to behave well and to develop their close emotional attachments.
- All staff have regular confidential meetings with the manager. They are able to discuss their key children, their training needs and suitability and anything that concerns them. The manager observes staff teaching practice regularly. This helps to ensure that teaching has a strong impact on all children's learning.
- Relationships between the staff and other providers, including the local schools, are strong. This helps to ensure there is consistency for all children's care and learning.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
inform Ofsted of the names of committee members and provide the necessary information to ensure that all relevant checks can be carried out.	22/10/2018

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

- improve the self-evaluation procedures in place, so that any weaknesses identified in the provision are quickly addressed
- encourage parents to share information about what their child already knows and can do, so that this comprehensive information can be used from the start.

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

Mary Henderson

Inspection findings

Effectiveness of leadership and management requires improvement

The provider includes the management committee, staff, parents and children in the self-evaluation processes. However, self-evaluation is not robust enough. For example, the provider has not notified Ofsted of all of the committee members who manage the childcare provision. Furthermore, the provider has not responded to a request for further information about another committee member. Consequently, Ofsted are unable to complete all the required checks to determine the suitability of all committee members. However, the impact is minimal because committee members do not have close or unsupervised contact with children. The arrangements for safeguarding are effective. The manager completes risk assessments in all areas of the provision before children arrive. Staff keep their child protection training updated. They know who to inform should they have any concerns about a child in their care. Staff keep parents informed of their child's ongoing progress and daily routines. However, staff do not seek enough information from parents about what their child already knows and can do from the outset.

Quality of teaching, learning and assessment is good

Staff caring for younger children provide fun, engaging activities. For example, they encourage children to join in with songs and action rhymes that help them to learn about numbers. Staff provide resources that encourage the younger children to explore and investigate. For instance, children have fun as they stretch and squeeze the slime. They giggle as it stretches and stretches. Staff use a running commentary as they help children to begin to find the words to describe their findings. Staff caring for older children provide opportunities for them to use their imagination. For example, as older children listen to music, they make marks with crayons to show how the music makes them feel. Staff use a range of questioning techniques to help children to describe what they are feeling as they draw. All children enjoy investigating the mud kitchen. Here, they use tools as they fill plant pots with soil, plant silk flowers and proudly present these to the staff.

Personal development, behaviour and welfare require improvement

Weakness identified in the leadership and management of the provision do not promote children's welfare at all times. Nevertheless, staff provide opportunities for children to take manageable risks in their play. For example, children have fun as they climb, balance and chase one another around during outdoor play. Staff provide children with nutritious snacks. This helps children to develop their healthy lifestyle.

Outcomes for children are good

All children make good progress. Younger children develop independence as they engage in tidying their toys away. Older children develop their mathematical skills as they confidently count the lines they draw on their wipe boards. All children explore similarities and differences between themselves and others in the wider community. They develop the skills they need in readiness for the next phase in their learning, including their eventual move on to school.

Setting details

Unique reference number	EY501492
Local authority	Staffordshire
Inspection number	10076790
Type of provision	Sessional day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	1 - 4
Total number of places	28
Number of children on roll	35
Name of registered person	Scallywags Playgroup Committee
Registered person unique reference number	RP911027
Date of previous inspection	Not applicable
Telephone number	01543 877712

Scallywags registered in 2016. The pre-school employs seven members of childcare staff. Of these, one holds an appropriate early years qualification at level 5 and five hold a level 3 qualification. The pre-school opens Monday to Friday, term time only. Sessions are from 8.45am until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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