

Inspection date	12 March 2019
Previous inspection date	18 April 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The managers share up-to-date policies, procedures and risk assessments with parents. Staff follow these through on a daily basis to help keep children safe, healthy and secure.
- Staff are well qualified and many have between 20 and 30 years experience at the setting. They observe children carefully and clearly assess their development in areas, such as numbers, shapes, letters and sounds. Staff prepare and share detailed information, such as end-of-year reports, to support the next stage in children's learning.
- Children show high levels of curiosity, imagination and concentration. For example, toddlers inspect the natural world with magnifiers and create their own imaginative stories with small-world characters. Older children listen and concentrate extremely well in a group. They are enthusiastic to take on new challenges and willingly join with others to sing, share stories and practise new skills to higher levels.
- Children mix well with their age group and develop a secure sense of belonging to their community. Children are emotionally and socially well prepared for school.
- Children thoroughly enjoy discovering a broad range of exciting play areas. They quickly choose to follow their own interests and engage in creative, purposeful play.
- Managers do not use their current arrangements to monitor children's progress thoroughly. This does not fully support children to reach their highest levels and rates of progress in all areas of learning.

What the setting needs to do to improve further

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

- refine the processes for checking children's progress to help them reach their potential in all aspects of their learning.

Inspection activities

- The inspector observed, listened to and talked with children as they played in each hall.
- The inspector talked with parents and listened to their views about the setting and their children's progress.
- The inspector looked at children's records, discussed staff's planning and evaluation of activities, and discussed how they exchange information with parents.
- The inspector reviewed records and procedures relating to safeguarding and risk assessment, and discussed a range of other procedures relating to children's welfare with the managers.
- The inspector observed care routines and completed a joint observation with one of the managers. Together they discussed how staff's training has contributed to children's learning and development.

Inspector

Helen Robinshaw

Inspection findings

Effectiveness of leadership and management is good

The experienced co-managers divide their time between this setting and their outstanding other setting. They make very good use of self-evaluation to continue to raise practice to higher levels. For example, they have new plans to improve the information they obtain from parents when children join the setting. The managers and staff work effectively with parents and other professionals to extend continuity in children's care and learning. For instance, they work closely with school staff to prepare children well for school. They follow through guidance from speech and language therapists to help children with communication and language delay to make good levels of progress. Safeguarding is effective. The managers check that staff know how to recognise and respond appropriately to concerns about children's welfare and protection.

Quality of teaching, learning and assessment is good

The quality of teaching across both the toddler and pre-school age groups is consistently good. Staff know children well, make accurate observations about their knowledge and achievements, and successfully target the next stage in their learning. For example, they effectively encourage children's mathematical and literacy skills. Children explore number concepts during activities, and sound out and form letters of familiar words. Staff communicate well with parents about their children's individual needs and achievements. Parents know how to extend their children's interests at home and work with staff to help children share their favourite books with their friends at the nursery.

Personal development, behaviour and welfare are outstanding

Exceptionally experienced, responsive staff have an excellent understanding of children's individual needs and welfare. Two-year-olds quickly settle into uninterrupted, rich and imaginative play. Highly attentive staff help them to dress up, extend their storytelling, and show kindness and respect to their playmates. Children learn how to develop their friendships and express their needs very effectively. Staff nurture and inspire older children to develop the skills they need to mix confidently with other children and to clearly express their ideas and opinions. Children listen attentively to each other. They work exceptionally well as a team. For example, they plan, construct and creatively improve large-group art projects, such as castles where knights protect treasure and glitter lights up for the world with fairy dust.

Outcomes for children are good

All children make good progress in their learning. For example, children with special educational needs receive additional support that helps to reduce gaps in their development. Children who are learning to speak more than one language develop good-quality spoken English in time for school and some make rapid progress in both languages. Older children control a wide range of tools, such as magnets, computer mice and pencils. They are excited by the patterns they make and confidently moving on to write their name and other key words. Children develop good self-help skills, such as taking care of their belongings and personal hygiene independently.

Setting details

Unique reference number	120198
Local authority	Surrey
Inspection number	10066240
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	34
Number of children on roll	43
Name of registered person	Melanie Lunn and Lori Spiers Partnership
Registered person unique reference number	RP908369
Date of previous inspection	18 April 2016
Telephone number	07793 849192

Scallywags registered in 1999. The nursery is located in Staines, Middlesex. It is open each weekday from 9am to 12.15pm, during term time only. The nursery offers a lunch club on some weekdays. It employs nine members of staff, eight of whom hold qualifications at level 3 and one at level 2. The nursery receives funding for the provision of free early education for children age two, three and four years.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

