

Scallywags Pre-School

Rothwell Community Centre, Well Lane, Rothwell, Kettering,
Northamptonshire NN14 6DQ



Inspection date	22 March 2019
Previous inspection date	7 January 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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager and staff work together effectively to create a warm, welcoming and stimulating environment. Children come eagerly into the pre-school. They settle quickly, are happy and engage well with the range of activities on offer. Children concentrate and persevere with their chosen tasks.
- Staff develop secure attachments with the children. This gives children the confidence to explore and develop in the supportive learning environment.
- Overall, the quality of teaching is good. Staff observe children's learning and track their development well. This helps all children, including those in receipt of funded early education, to make good progress from their starting points.
- Partnerships with parents are strong. The manager and staff work closely with parents to support children's learning in the pre-school and at home. Parents say that they value the care their children receive and speak highly of the setting.
- The manager evaluates her provision effectively and takes into account the views of parents and staff. For example, she has recently developed more ways for parents to share their children's achievements at home with staff. This helps staff to complement and build on children's new skills.
- Sometimes, activities in the outdoor area do not offer children opportunities to take their learning to the highest level.
- Occasionally, staff overly direct children's activities and do not give them enough time to explore their own ideas.

What the setting needs to do to improve further

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

- offer more challenging activities in the outdoor learning environment so that children have even more opportunities to take their learning to the highest level
- give children more time in activities to explore their own ideas and develop their skills.

Inspection activities

- The inspector checked evidence of the suitability and qualifications of staff working within the setting.
- The inspector engaged in a joint observation with a manager.
- The inspector checked a sample of documents, including risk assessments, a range of policies and procedures and the provider's evidence of how they review practice.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector considered the views of parents through discussions during the inspection.

Inspector
Susan Sykes

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff have a good understanding of how to recognise a child that may be at risk of harm. They know the procedures to follow and who they must report to should they have any concerns about a child's welfare. Staff implement policies and procedures effectively to help ensure children's safety and well-being. The manager ensures staffing levels meet the needs of children. She deploys staff effectively to prioritise children's well-being indoors and in the outside play area. The manager and staff monitor children's progress, which helps them to identify and address any gaps in their learning quickly. The manager carefully uses additional funding to enhance opportunities and experiences for children. Staff are well qualified and access a suitable range of training opportunities to keep their professional knowledge up to date. This supports them to offer effective learning opportunities, which in turn helps children to make good progress.

Quality of teaching, learning and assessment is good

Staff make good observations of children and use these to plan the next steps in their learning effectively. Staff support children's communication and language development well. They help younger children to join in spontaneous singing sessions. Children show they know the songs as they sing along with the words and join in with the actions. Older children use a range of arts and craft resources and staff actively listen to them as they talk about the pictures they are making. For example, children talk excitedly about the birthday cake they are making for a family member. Staff sensitively engage them in meaningful conversations, giving them time to express their thoughts.

Personal development, behaviour and welfare are good

The manager offers flexible procedures which help new children to feel at ease in pre-school promptly. For example, she encourages parents to stay with their children when they first start. Staff give the support children need to feel emotionally secure. For instance, they give younger children lots of cuddles and reassurance if they are upset. Staff help children follow good hygiene routines, such as washing their hands before eating. Staff make sure children benefit from fresh air and exercise daily and are developing their physical skills as they use scooters and tricycles. Staff help children to learn how to keep themselves safe. For example, they learn to cross the road safely when on walks in the local area.

Outcomes for children are good

All children, including those in receipt of funded early education, are making good progress given their starting points and are working within the range of development typical for their age. They demonstrate they are becoming increasingly independent. For example, they serve their own snacks and drinks and use the toilet without help. Children are forming firm friendships and show that they respect each other. For instance, they look at books with their peers, carefully turn the pages over and tell each other stories. Children are developing the skills for their next stage of learning and eventual move to school.

Setting details

Unique reference number	EY358148
Local authority	Northamptonshire
Inspection number	10100503
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	32
Number of children on roll	42
Name of registered person	Giordano, Jane
Registered person unique reference number	RP514259
Date of previous inspection	7 January 2016
Telephone number	07765 797 919

Scallywags Pre-School registered in 2007 and is based in Rothwell, Northamptonshire. The pre-school employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The pre-school is open for four days a week during term time. Sessions are from 9.15am until 11.45am and 12.30pm until 3pm on Monday, Wednesday and Friday, with additional lunchtime sessions from 11.45am until 12.30pm. Sessions on a Thursday are from 9.15am until 11.45am. The pre-school provides funded early education for two-, three- and four-year-old children.

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