

Little Scallywags Day Nursery

72 Longmeadow Crescent, BIRMINGHAM B34 7NG



Inspection date	2 April 2019
Previous inspection date	10 February 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

- Staff form warm, caring relationships with children. Children are happy and settled and they confidently interact with one another.
- Children are motivated to engage in play and learning. The very stimulating environment offers them a broad range of engaging learning opportunities both indoors and outside. Children make independent choices about how they spend their time.
- All children make good progress. Children's progress in learning is closely monitored and individual next steps are well planned for. Children with special educational needs and/or disabilities (SEND) are very well supported.
- Children's independence skills are supported well. For example, children are encouraged and taught how to put on and take off their outdoor clothes.
- Babies' early language and communication are developing very well. Staff quickly respond to pointing, sounds and verbal communication made by very young children. This helps them to learn and communicate their needs.
- Parents say that their children are very happy at the nursery. They value the individual settling process which supports them and their children to feel comfortable and confident with the care provided. They feel well informed about their children's care, learning and development.
- The manager and leaders are committed to developing a highly skilled staff team. Systems are in place to monitor and improve the quality of teaching and learning effectively.
- Children are not consistently given enough time to think and respond to questions when staff engage them in conversation.
- Staff do not always identify how to provide optimum challenge for some children during adult-led creative activities to help them become fully absorbed in their learning.

What the setting needs to do to improve further

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

- provide children with more time to think and respond to questions when engaging them in conversation
- enhance teaching further and make the most of opportunities to provide the optimum challenge for children during adult-led creative activities.

Inspection activities

- The inspector observed the quality of teaching activities indoors and outdoors and assessed the impact of this on children's learning.
- The inspector completed a joint observation of staff practice and discussed this with the manager.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector met with the manager.
- The inspector looked at relevant documentation, including policies and procedures, staff recruitment and children's assessment.
- The inspector spoke to parents and took account of their views.

Inspector

Abi Ellis

Inspection findings

Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. Staff have a good knowledge of the possible indicators of abuse. They know the internal and local procedures to follow if they are concerned about a child. The manager regularly observes staff practice and provides both constructive feedback and strategies to support staff to improve. For example, she provides targeted training and observations of good practice. The manager monitors and analyses assessments of children's learning and works closely with staff to resolve any concerns. Children's transition on to school is well supported. The manager invites teachers to visit children in the nursery and arranges individual meetings for children with SEND. Parents are encouraged to be involved in their children's development, including by identifying next steps for their children's learning.

Quality of teaching, learning and assessment is good

Staff actively join children's play and support their learning. For example, they encourage babies to continue a game of throwing balls into a large container to develop their physical skills. Observations of children's learning support the early identification of any additional needs or gaps. Staff use this information to plan for future learning, adapting the provision effectively to best meet children's needs. For example, two-year-old children have recently begun to spend regular time engaged in physical play and large-scale mark-making in small groups. This supports them to develop their concentration as they engage in play and learning with less distractions. Pre-school children explore and investigate resources which support them to persevere and problem-solve, such as constructing a marble run or building with crates and logs outdoors. Early counting skills are developed well, and pre-school children begin to recognise numerals.

Personal development, behaviour and welfare are good

The stimulating environment supports children's motivation and enables them to become fully engaged in self-directed learning. Children's behaviour is very good, and they contribute to the familiar daily routines. For example, babies find their own coats when they are getting ready to go outside, and two-year-olds help to tidy resources. Staff talk to children about how they are feeling and support them to notice the feelings of others. They encourage children to find solutions if they or their peers are feeling unhappy. Routine times of the day support children's independence and self-care skills very well. For example, babies begin to drink from open-topped cups and older children competently serve and clear away their own healthy lunch. Staff expertly adapt their interactions to support the individual needs of children, providing specific support where needed.

Outcomes for children are good

Children develop a range of skills that support them as they move through the provision or on to school. Pre-school children have begun physical education sessions at nursery to support their physical development and to prepare them for starting school. They are beginning to recognise their names and to learn initial letter sounds. Children choose to look at books, and pre-school children become very involved in the telling of familiar stories.

Setting details

Unique reference number	EY478240
Local authority	Birmingham
Inspection number	10076021
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	0 - 4
Total number of places	54
Number of children on roll	65
Name of registered person	Little Scallywags Day Nursery Ltd
Registered person unique reference number	RP529264
Date of previous inspection	10 February 2016
Telephone number	01217497999

Little Scallywags Day Nursery registered in 2014. The nursery opens Monday to Friday from 7.30am to 6pm, 51 weeks of the year. The nursery employs 11 childcare staff. Of these, nine hold appropriate early years qualifications at level 3, one holds a qualification at level 4 and one has a qualification at level 2. The nursery provides funded early education for two-, three- and four-year-old children.

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