

# Scallywags Pre-School (Edgworth)

Turton Edgworth C Of E School, Bolton Road, Turton, Bolton BL7 0AH



<b>Inspection date</b>	24 April 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- Children are extremely motivated, enthusiastic and excited to learn. They thoroughly enjoy engaging with the wide range of activities on offer at the pre-school. Children and families also take part in exciting additional evening events, such as outdoor bedtime stories.
- The outstanding outcomes achieved are clearly attributable to the excellent staff monitoring, coaching and training systems in place. There is exceptionally high-quality teaching across the pre-school.
- The enthusiastic manager works extremely well with the dedicated team of staff and the committee. She meticulously gathers the views of staff and parents to set clear targets for future improvement and enhance the outcomes for children.
- Staff make detailed and precise plans, which cover all areas of learning exceptionally well. They ensure that robust assessments are routinely carried out and use these to ensure that children are highly challenged. Children make excellent progress and thrive at the pre-school.
- Staff are remarkably caring and attentive towards children, who show excellent social skills. They make friends, care for and respect each other. Children are extremely confident and behave exceptionally well.
- Staff work extremely well with schools. They share a wide range of information that helps all those working with the children. This shared approach helps them to provide continuity in their care and learning and supports a seamless transition into school.
- Children with special educational needs and/or disabilities are supported exceptionally well. Staff establish and maintain a close working relationship with other professionals. They provide one-to-one supervision as required individually and during group activities to help rapidly close the gaps in learning.

## What the setting needs to do to improve further

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

- continue to utilise the already excellent systems in place for tracking children's development and learning to improve outcomes for children even further.

### Inspection activities

- The inspector observed activities and experiences available to children and assessed the impact these have on children's learning.
- The inspector spoke to staff throughout the inspection and held a meeting with the manager and a member of the committee.
- The inspector took account of parents views through discussion during the inspection and through their written feedback.
- The inspector sampled documentation including evidence of the suitability of staff, children's records, policies and procedures.
- The inspector completed a joint observation of an activity with the manager.

**Inspector**  
Linda Shore

## Inspection findings

### Effectiveness of leadership and management is outstanding

Safeguarding is effective. All staff have a deep understanding of child protection including wider safeguarding concerns and local challenges. The manager monitors the progress of individual and groups of children exceptionally well. She identifies any emerging gaps in children's learning and these are quickly targeted to help children catch up. She plans to extend the use of the excellent systems they use for tracking children's development even further. The staff and committee initiate and run external events and the pre-school is an integral part of the community. Partnership working with the local school and particularly the reception teacher supports children's transition to school exceptionally well. For example, the teacher regularly visits the pre-school, takes part in activities and is well known to the children.

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

Staff always use children's interests and identified next steps in learning to plan the activities. This results in children being excited and enthusiastic to take part. Staff are highly skilled in engaging children during their play and know when to intervene for the greatest impact on individual children's learning. Children show sustained interest in stories and outdoor and messy play. They recall the story and join in with familiar phrases. Children collect sticks and bark and use outdoor play huts to continue their imaginative play. Staff use adult-led activities to great effect to promote children's speech and language development. Children learn tips to help them remember how to pronounce words correctly. Children have extremely good opportunities to challenge their physical skills outdoors and indoors. They learn about the different ways they can move in daily 'wake and shake' classes and skilfully negotiate ride-on toys.

### Personal development, behaviour and welfare are outstanding

Staff are outstanding role models. They praise children's achievements, efforts and perseverance. Children rapidly develop independence skills as they learn to manage their own clothing and hygiene needs, and serve their own food and drink. They learn ways to help clean up after themselves through real-life experiences, such as washing the pots. Children are exceptionally settled and self-assured at the pre-school. They confidently stand in front of the group and talk about their experiences and items they have brought from home. Children demonstrate pride in being selected to get the 'big star' for the day. They take their responsibility seriously when asked to help select someone to receive the 'small star'. Parents are extremely complimentary in their praise for the pre-school. They feel fully involved in their children's learning and contribute their time and skills to help promote children's outcomes, such as providing a tractor to help them understand farm life or teaching children how to treat their own teddy bear when it is poorly.

### Outcomes for children are outstanding

All children learn a vast range of skills which prepares them exceptionally well for their next stages of learning and the move to school. They cooperate and communicate well with their peers, inviting them into their play. Children have a strong sense of belonging in the pre-school and the wider community. They are highly motivated, inquisitive and have a lot of fun.

## Setting details

<b>Unique reference number</b>	EY545749
<b>Local authority</b>	Blackburn with Darwen
<b>Inspection number</b>	10101351
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	Scallywags Pre-School (Edgworth) CIO
<b>Registered person unique reference number</b>	RP545748
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01204 853720

Scallywags Pre-School (Edgworth) CIO re-registered in 2017. The pre-school employs 10 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 and the manager holds a degree in early years. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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