

Inspection date	15 May 2019
Previous inspection date	10 October 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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

- Improvements made since the last inspection ensure that all committee members are now checked for their suitability by Ofsted. Self-evaluation is accurate and effective. Managers and staff demonstrate a strong drive for continuous improvement.
- Staff are well supported in the development of their skills and knowledge. The manager promotes staff development effectively, which helps ensure consistently good-quality care and teaching for children.
- Staff support children's mathematical skills very well. They make the most of a variety of opportunities to support children to recognise numerals, count and calculate numbers as they play.
- Staff observe children as they play and accurately assess their achievements, which helps to identify the next steps for learning. Children make good progress from their starting points.
- Strong partnerships are in place with parents. The newly introduced online assessments and frequent discussions with parents ensure that they receive daily updates about their children's activities and progress. Parents are encouraged to share information about what their children already know and can do before they start, to help children settle more quickly.
- Occasionally, staff do not encourage children to manage small tasks for themselves to further build their independence.
- At times, the noise level indoors interrupts some of the children's concentration and involvement in their play.

What the setting needs to do to improve further

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

- monitor the noise levels in the indoor environment to help all children to focus their listening and attention during play
- make better use of opportunities to encourage children to complete manageable tasks, to help develop their independence even further.

Inspection activities

- The inspector observed the quality of teaching during play activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke to parents during the inspection, viewed their written feedback and took account of their views.
- The inspector completed and evaluated a joint observation with the manager.
- The inspector spoke with staff and children during the inspection.
- The inspector held a meeting with the manager. She checked evidence of staff's suitability, qualifications, policies and a range of other documentation.

Inspector

Susan Rogers

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff and leaders have a good understanding of child protection procedures and are confident to follow these if they are concerned about the safety or well-being of a child. Staff extend their knowledge of children's learning and improve their teaching skills. They regularly attend training to enhance their ongoing professional development and keep updated with guidance and changes in legislation. The manager seeks out and acts on feedback from staff, parents and other agencies to drive forward improvement. For example, staff develop links with other providers to gain further knowledge, share ideas and good practice. Staff have procedures in place each day to help maintain a safe environment for children. They share information about children's learning with other early years settings that children attend to promote consistency in their development and learning.

Quality of teaching, learning and assessment is good

Staff use effective teaching skills and plan activities that build on what children know and can do. They ask children open questions, model language well, and make suggestions as they play. Staff are skilled in supporting children's mathematical skills. For instance, during a group activity children learn how to add two numbers together, recognise numerals and learn to how to use number for a purpose. Staff support children to use good communication and language skills. They are skilled at selecting resources that enhance children's learning and use a variety of props that help children focus during story time. For example, staff tell children a story about a tadpole changing into a frog and use props and a shallow tray of water to promote children's greater understanding of the story. This provides good support for children's literacy skills. Staff support children well in using tools. Children extend their physical skills as they hammer golf tees and tacks into vegetables and fruit.

Personal development, behaviour and welfare are good

Staff provide a welcoming and homely environment for children and their parents. Children have broad opportunities to learn about their wider community. Outings to local woodland areas and local community venues help children learn about the wider world. Staff are warm and caring and the positive relationships with staff teach children how to be caring towards each other. Staff recognise when children need extra attention. For example, when they first arrive and are sometimes unsettled, staff give children plenty of reassurance. Children demonstrate good social skills and learn to pay cooperatively and work together as a team. There are many opportunities for children to be physically active, such as taking part in energetic parachute games.

Outcomes for children are good

All children make good progress in their development. They learn about the life cycles of animals and how to solve problems as they play and learn. They are confident and well prepared for the next stages of learning and moving to school. Younger children develop an understanding of texture as they use tools and fingers to explore a mixture of cornflour and water. Children learn to practise writing for a purpose, such as pretending to measure items and then making marks on notepads.

Setting details

Unique reference number	EY501492
Local authority	Staffordshire
Inspection number	10082217
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
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	10 October 2018
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 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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