

Inspection of Scallywags Day Nursery

42 Cold Overton Road, OAKHAM, Rutland LE15 6NT

Inspection date: 14 October 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

The provider and manager have worked effectively with staff to address actions raised at the last inspection. However, there are some aspects of the provision that require further improvement. Some children do not make the progress they are capable of, as the quality of teaching differs across the nursery. The arrangements to gather information from parents when children first start and as they move through the nursery are not always effective. That said, children settle well. They show that they feel safe and happy, and build positive relationships with the caring and friendly staff. Children enjoy opportunities to play indoors and outside. They are free to make choices of what they would like to play with from the resources on offer. In the main, children behave appropriately. However, not all staff consistently apply the same high expectations for children's behaviour. Children are grouped in base rooms according to their age and capabilities. However, they enjoy opportunities to learn from those younger or older than themselves as they play together in the nursery garden. In addition, they are able to develop a familiarity and confidence with staff other than their key persons. Outside, very young children happily sit and share books with staff from other rooms. They show an interest in what others are doing and begin to join in imaginative games. For example, together they take their 'babies for a walk', pushing dolls in pushchairs around the outdoor play space.

What does the early years setting do well and what does it need to do better?

- The provider and manager engage well with staff and are aware of the pressures they face. They pay close regard to staff's well-being. Staff benefit from their support, including a recent opportunity to attend a motivational workshop. This has helped to increase staff's positivity and confidence within the nursery and, in addition, to maintain their strong relationships with children through a time of change. However, this means managers have been less focused on monitoring the quality of staff practice. As a result, the quality of teaching is variable across the nursery.
- Some staff do not use their interactions with children effectively to extend their learning. Nevertheless, staff provide activities to support children's literacy and mathematical skills. Children of all ages enjoy looking at books and listening to stories. Staff read to children with enthusiasm which, overall, captures their attention well. Children show excitement as they listen to familiar stories and join in with some words and actions. Older children practise writing the letters of their name in flour. They create patterns and draw circles. Children join in with number songs and rhymes.
- Children respond well to the praise and encouragement offered to them by staff. However, older children are not always helped to manage their own behaviour and understand how their actions can impact on their friends. This results in

some children in the pre-school room being distracted from their play and learning by others.

- Children settle well. However, arrangements to gather information from parents when children first start and as they move through the nursery are not always effective. This means that some staff do not have an accurate knowledge and understanding of children's backgrounds, previous experiences and what they already know and can do. Consequently, this inhibits their ability to plan and provide opportunities that help to fully prepare children for their future learning.
- Children with special educational needs and/or disabilities are appropriately supported. Key persons work appropriately with parents and other professionals. This helps to ensure that children's individual support plans include specific targets that support them in making progress from their starting points.
- Staff get to know babies well and build a strong rapport with them. They are aware of their individual routines and follow these in the nursery. Babies practise their developing physical skills and begin to interact with each other. They confidently crawl to objects within the environment. Babies demonstrate good levels of sustained interest as they empty and explore the contents of a wicker basket. Staff have recently purchased additional equipment to support the older babies' interest in climbing and how to do this safely.
- Staff promote children's health and well-being effectively. Children are provided with a balance of meals and snacks during the day. Staff are aware of children's individual dietary needs, including allergies. Procedures for the appropriate preparation and serving of food have been carefully reviewed. Managers observe staff practice at mealtimes, ensuring that these procedures are understood and consistently implemented.
- Close regard is made to the safety of children. Staff implement robust risk assessments, especially during times of change, for example after a fire damaged part of the nursery and during recent building work. Staff have taken effective steps to minimise the risk to children.

Safeguarding

The arrangements for safeguarding are effective.

The provider and staff have a secure knowledge and understanding of child protection procedures and wider safeguarding issues. They are aware of the signs and symptoms that may indicate a child is at risk of abuse or neglect. They are able to explain the procedures for managing any child protection concerns, including working with relevant professionals to promote children's safety and welfare. Robust recruitment procedures are in place to ensure that those working with children are suitable to do so.

What does the setting need to do to improve?

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

- ensure staff have an accurate knowledge of individual children, particularly during times of transition, to enable them to plan learning opportunities that ensure all children are well prepared for their next stage in learning
- build on partnerships with parents and ensure detailed information is gathered about children's prior learning and experiences in order to plan activities that build on what they already know
- develop strategies to help older children manage their own behaviour and make sure that staff implement these consistently throughout the nursery
- develop the arrangements for the supervision of staff in order to focus more closely on strengthening the quality of teaching to a consistently good level throughout the nursery.

Setting details

Unique reference number	EY342919
Local authority	Rutland Council
Inspection number	10104367
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 to 4
Total number of places	93
Number of children on roll	90
Name of registered person	Nanny Tots Limited
Registered person unique reference number	RP901929
Telephone number	01572 723810
Date of previous inspection	17 April 2019

Information about this early years setting

Sallywags Day Nursery registered in 2006 and is based in Oakham. The nursery employs 26 members of childcare staff. Of these, four hold appropriate qualifications at level 6, three hold level 5, four hold level 4, 11 hold level 3 and four hold level 2. The nursery opens from Monday to Friday, all year round, except for a week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Claire Muddimer

Inspection activities

- The inspector took a tour of the nursery with the manager and deputy manager. They talked about how they organise the nursery and the play and learning experiences they provide for children.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning. She completed a number of joint observations with the manager.
- The inspector spoke with staff and children during the inspection. She held a meeting with the provider and manager and reviewed a sample of records, policies and procedures, including evidence of the suitability of staff.
- The inspector spoke to a number of children and parents during the inspection and took account of their views.

We carried out this inspection 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.

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