

Inspection of Scallywags Nursery

Buckland Infant School, Berryscroft Road, Staines, Middlesex TW18 1NB

Inspection date:

5 November 2019

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

The extremely dedicated leaders and staff use their significant knowledge and experience to create an inspirational, welcoming and nurturing environment where all children flourish. Staff provide an outstanding learning environment that is focused on helping to support children's development across all areas of the curriculum. They are exceptionally committed to their roles and responsibilities and meticulously analyse and identify children's learning needs. All children, including the most able, those in receipt of additional funding and those with special educational needs and/or disabilities, are eager to explore, investigate and find out new things. They show a comprehensive attitude to learning.

The highly effective and well-established key-person system promotes children's emotional well-being and helps them to form secure attachments. Children demonstrate confidence, are happy and settled, and have incredible fun in the stimulating environment.

Staff have exceptionally high expectations of children's conduct, and children behave extremely well. Staff provide them with clear and consistent behavioural boundaries so that they understand the difference between right and wrong and avoid conflict and disputes. Children play alongside each other, share, take turns, and are polite and respectful.

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

- Staff understand the children's learning needs exceptionally well. They assess their progress accurately and know what they need to learn next. They plan activities that build on children's interest and strengthen their knowledge and understanding. For example, during snack when children observe the juice coming from an orange, staff explain that orange juice is made by squeezing the juice from an orange.
- Children thrive in the setting and explore the environment with confidence and ease. Staff provide an abundance of stimulating learning experiences that motivate children to learn. Children are eager to engage in extensive activities that develop their understanding of the wider world. For example, they plant bulbs and talk about what these need to grow, to help them to develop an awareness of growth and change over time.
- Staff are highly skilled in helping children to gain communication and language skills. They engage them in meaningful conversations and value what children have to say. Staff take every opportunity to skilfully extend activities and conversations to challenge children's thinking. For instance, when children show interest in an igloo, staff use this opportunity to teach them that igloos are made from snow and ice.

- Children have access to an excellent variety of fiction and non-fiction books. They demonstrate comprehensive attention and listening skills as they become engrossed in listening to stories. During role play, they use cookbooks and follow the recipes as they pretend to make cakes.
- Children delight in singing along to favourite songs and rhymes. They enthusiastically join in, as they act out the characters in the songs and suggest ways in which they can move.
- Staff build extremely effective partnerships with parents. Parents are exceptionally complimentary about the setting and the significant progress their children have made since attending. The staff share children's learning through daily feedback and discussions. They actively encourage parents to extend children's learning at home. For example, they provide a lending library so that parents can promote their children's love of books and reading.
- The ambitious leaders make good use of appraisals and regular feedback on staff performance to promote continuous improvement within the setting. They maintain a strong focus on ensuring that staff expertise can support children to make the best possible progress. For instance, they observe staff performance regularly and provide a robust programme of supervision and support to help develop their teaching skills.
- Staff ensure that children have a wide range of opportunities to be physically active, as part of leading a healthy lifestyle. Children regularly play outdoors and demonstrate strong physical skills and coordination as they climb trees and negotiate around obstacles.
- There is a strong focus on mathematical development. Children have an abundance of opportunities to explore numbers through everyday activities, indoors and outside. Children are encouraged to talk about and to use numbers during their play, and they demonstrate an excellent understanding of simple addition and subtraction. For example, they know that if they add two numbers together, they will have a bigger number.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a very broad knowledge of child protection issues. Leaders and staff have a comprehensive knowledge of the signs that could indicate a child is at risk of harm, and the reporting procedures to follow in the event of a concern. Safer recruitment and vetting procedures are followed robustly, to ensure that staff working with children are suitable. Leaders provide parents with information about online safety and safe use of the internet, to help them to develop an awareness of how to keep their children safe online.

Setting details

Unique reference number	EY216154
Local authority	Surrey
Inspection number	10108528
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 to 4
Total number of places	30
Number of children on roll	37
Name of registered person	Melanie Lunn and Lori Spiers Partnership
Registered person unique reference number	RP908369
Telephone number	07931 341002
Date of previous inspection	26 June 2013

Information about this early years setting

Sallywags Nursery registered in 2002. It operates between 8.30am and 3.15pm, Monday to Friday, during term time. Children aged three to four years attend morning sessions between 8.30am and 11.45am. A lunch club operates for one hour between the morning and afternoon session. The provision offers the option for older children to attend all day. Younger children attend the afternoon session between 12.15pm and 3.15pm. There are 11 staff employed. Of these, seven hold level 3 early years qualifications and one holds a qualification at level 2. The setting receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Ingrid Howell

Inspection activities

- The inspector and the managers completed a learning walk across all areas of the nursery to understand how the early years provision and the curriculum are organised.
- The inspector completed a joint observation with the managers.
- The inspector asked the staff questions throughout the inspection to establish their understanding of how to safeguard children, and how they assess and plan for children's learning.
- The inspector observed the interactions between staff and the children and considered the impact on their learning.
- The inspector sampled documentation, including staff qualifications, children's records and evidence of paediatric first-aid training.
- The inspector spoke to parents 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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