

Inspection of Little Scallywags Day Nursery

68 Station Road, Marston Green, Birmingham, Solihull B37 7BA

Inspection date: 3 June 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children receive a warm welcome from the caring and considerate staff when they arrive at nursery. They are confident within the environment, particularly given that most children have started in different rooms after closures due to the COVID-19 (coronavirus) pandemic. During the transition, children were supported by their familiar key persons to help them settle in and cope with changes as they returned to nursery. Babies and young children who are new to the nursery build sound relationships with staff. They seek and receive comfort, reassurance and cuddles. Older and more confident children enjoy close bonds and secure attachments as they laugh and have fun with their friends and the staff. Children thrive in this child-led environment. They are excited and engaged as they use their curiosity to extend their learning by creating purposeful play experiences with the interesting resources available. Their starting points and progress are accurately assessed, and staff have high expectations for all children attending. Children are well behaved and show respect for one another. Older children are asked their views and staff listen and take action. For example, when they returned to the nursery after many weeks away due to the pandemic, children told staff that they had missed playing outside with their friends. As a result, staff are using funding to provide plenty of activities in the outdoor area. Children, parents and carers are also involved in a current project to enhance the garden using innovative resources and equipment.

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

- Staff plan and provide a variety of learning experiences. They use a range of teaching techniques to help children develop their communication and language skills. They narrate as children play and encourage new vocabulary for children to copy. However, at times, they step in too quickly and ask too many questions before children have had time to think for themselves and respond.
- Children learn to count and recognise and name shapes and colours as they build towers with blocks. They use different containers to collect and pour water, and staff encourage them to understand concepts such as empty and full.
- Children are active and keen to have a go. They chase and pop bubbles and excitedly say 'ready, steady, go' as they roll the ball back and forth with staff.
- Staff capture children's interest in books and make stories come alive. They provide different props and resources for children to use to act out their favourite stories. Children choose from a range of books to borrow and enjoy at home.
- Staff help children to develop independence from an early age. The babies and youngest children are encouraged to use spoons and forks in their play experiences. This helps them learn to control their movements and promotes self-care skills, such as feeding themselves at mealtimes.
- All children are supported to learn about good hygiene and to be aware of their

own safety and well-being. As they regularly wash their hands, children talk about using soap or hand gels to make sure that the germs have gone.

- Children with special educational needs and/or disabilities are supported very well. Managers and staff have a good knowledge and understanding of the children and their needs. They work closely with parents and other professionals. This helps them to find the best ways to help individual children catch up with their peers.
- There have been recent changes to the staff team with new staff joining and existing staff taking on new roles and responsibilities. Staff are supported well by leaders and managers across their organisation and there is a real sense of strong teamwork throughout. There are effective induction procedures and the ongoing programme of supervisions and assessments helps to foster a culture of mutual support. That said, there is scope to focus staff's professional development more precisely to help them gain expert skills and raise the quality of the provision to the highest levels.
- Parents and carers express how much they appreciate the friendly staff and homely feel of the nursery. They explain how the regular exchange of information helps them to know how their children are getting on and how they can support their children's continued learning and development. Staff provide home learning bags which include varied resources and ideas for activities for the children to enjoy at home with their families.

Safeguarding

The arrangements for safeguarding are effective.

The premises are safe and secure, and staff are vigilant to identify and minimise risks to children's safety. Managers ensure that any maintenance work is completed when children are not present. They check all areas and make sure they are safe, suitable and ready for use before children attend. Children who are vulnerable and/or disadvantaged are fully supported through the close partnerships staff have with their families, carers and professionals from other agencies. Managers and staff have a comprehensive understanding and implement procedures to protect children from harm. They know about the possible signs and symptoms of abuse and deal appropriately with any concerns that they identify or allegations they receive.

What does the setting need to do to improve?

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

- fully support young children to express their own ideas and to think and respond to questions at their own pace
- strengthen opportunities for staff to enhance their professional development and gain expertise and skills to help them deliver the highest quality provision for children.

Setting details

Unique reference number	EY561550
Local authority	Solihull
Inspection number	10190660
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 at time of inspection	0 to 4
Total number of places	60
Number of children on roll	68
Name of registered person	Little Scallywags Day Nursery Ltd
Registered person unique reference number	RP529264
Telephone number	0121 779 2024
Date of previous inspection	Not applicable

Information about this early years setting

Little Scallywags Day Nursery registered in 2018 and is situated in Solihull, West Midlands. The nursery employs 11 members of childcare staff. Of these, eight hold appropriate early years qualifications at levels 3 and above. The nursery opens from Monday to Friday all year round. 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

Lucy Showell

Inspection activities

- This was the first routine inspection the setting received since the 2020-21 COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector and the manager completed a learning walk to understand how the setting operates and how the curriculum is organised.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector completed joint observations with the manager.
- The inspector met with managers and leaders. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to 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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