

Inspection of Scallywags Nursery Limited

Castle Lane, Melbourne, Derbyshire DE73 8JB

Inspection date: 21 November 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children have close bonds with the caring staff and settle quickly on arrival. They feel safe and this supports their emotional well-being. Children are happy and focused on the activities offered. They laugh together as they play with the toy farm. Babies are given cuddles with their favourite teddy as they snuggle into the attentive staff. This reassurance means babies feel confident to explore their surroundings. Children learn about the wider world through activities such as helping collect for the local food bank. Children with additional needs are well supported. All children join in with singing, dancing and the actions to songs, such as 'Incy Wincy Spider'. Children enjoy familiar stories. For example, toddlers listen to 'The Gruffalo' book as they join in acting out the story with puppets. Children listen closely to staff. They know the expectations at lunchtime, patiently waiting for their turn to wash their hands. Children are learning to be independent, such as collecting their own knife and fork and drink at lunchtime. Older babies sit to the table and are encouraged to feed themselves with a spoon and fork. These routines teach children to become increasingly self-sufficient. Children enjoy physical play, such as running on the large, grassed area and enjoying the fresh air as they watch the aeroplanes go by.

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

- Children delight in listening to stories as enthusiastic staff read books, like 'Mrs. Honey's Hat', and ask them questions. Children enjoy back-and-forth interactions. They join in with the interactive story as they take pieces from the puppet. This helps to encourage a love of reading and sharing books. Furthermore, through staff's positive interactions, children confidently use words like 'bow and arrow', 'scary', 'cobwebs' and 'catching flies', showing their growing vocabulary.
- Staff work closely with parents. Parents feel supported with helping their child to learn at home. For example, children borrow books to share with their families. Parents are informed about their child's learning through frequent information-sharing and regular meetings. This means that children's learning is complimented.
- Children follow instructions well. For example, they listen as staff explain that they need to save some rice cakes for their friends. Staff encourage children to use good manners, such as saying 'please' and 'thank you'. However, toddlers are not always encouraged to sit to the table for snack and end up huddled around a table to eat. Furthermore, babies wander and crawl, holding on to beakers of water. They are not encouraged to sit down to drink. This means children are sometimes not sure of what is expected of them.
- Children with special educational needs and/or disabilities are supported because staff swiftly recognise when they are struggling with their learning. Staff take

extra time to teach their first words. For example, they say 'tap, tap' and 'on top' as they build bricks together. Staff work closely with families and other professionals to support children in their development. Staff adapt activities to suit the child's needs and interests. This means children make good progress.

- The leaders know that, following the COVID-19 pandemic, developing children's speech and language are a priority. Staff plan activities that will build on children's vocabulary. For example, staff use words such as 'dentist' and 'dentist chair' as the children pretend to look at the doll's teeth. As babies pull coloured scarves from containers, staff say the colour names and 'fall' and 'last one'.
- Children engage with interest in the activities on offer. They talk about 'happy' and 'sad' faces as they make spiders with clay. However, occasionally, other activities are not suitable for the developmental stage of the children. For example, the planned writing activity is too advanced for some children who have not yet gained the skill of holding a pen correctly.
- Leaders ensure professional development of staff, and their mental health and well-being, are highly supported. For example, staff have an anonymous 'guardian angel' that gives out random acts of kindness. This promotes their well-being and means that staff are enthusiastic and well-motivated when working with the children.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a sound knowledge of safeguarding and know what signs of abuse to look for and understand their responsibilities in keeping children safe. They attend regular training to keep their safeguarding knowledge up to date. Staff demonstrate a good understanding of the signs and symptoms that indicate a child may be at risk of harm. They are confident in recording and reporting any concerns to relevant professionals. The site is secure and there are clear visitor procedures. Staff check the environment regularly to ensure it is a safe place for children to play. Children are well supervised at all times.

What does the setting need to do to improve?

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

- reorganise drink and snack times for babies and younger children so that they know what is expected of them and their good health is promoted
- provide activities that are consistently relevant to the children's developmental stage and sequenced to promote their learning, with particular regard to mark-making activities.

Setting details

Unique reference number	EY244298
Local authority	Derbyshire
Inspection number	10234687
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 10
Total number of places	111
Number of children on roll	156
Name of registered person	Sallywags Nursery Limited
Registered person unique reference number	RP520970
Telephone number	01332 862188
Date of previous inspection	7 March 2017

Information about this early years setting

Sallywags Nursery Limited registered in 2003. The nursery employs 28 members of childcare staff. Of these, 21 hold appropriate early years qualifications at levels 2 and 3, and four staff hold level 6 qualifications. The nursery operates all year round. Sessions are available Monday to Friday from 7.30am until 6pm. The nursery offers funding for free early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Caroline Winterton

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The managers joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual and the manager about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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