

Inspection of Scalliwags Pre-School

South Ockendon Village Hall, 65 North Road, South Ockendon, Essex RM15 6QH

Inspection date: 17 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 are happy and settle very quickly. Staff welcome and greet them warmly. Children feel comfortable and safe in this nurturing environment, which is organised and ready for their day. They begin to explore and make choices from a range of resources and demonstrate good attitudes towards learning. Children are confident and clearly communicate their needs and opinions to staff. They calmly talk and share experiences of events they have experienced at home, describing what they liked and enjoyed.

Children's communication and language development are good. Staff take time to offer new language so that children hear words that help to increase their vocabulary. They encourage children to actively listen and to take part in discussions. Children enjoy reading a range of books and confidently repeat familiar phrases. For example, children confidently use words such as 'bang', 'colourful' and 'up in the sky' to describe their experience of fireworks.

Children learn to manage their self-care needs independently. For instance, they competently wash their hands and put their coats on at home time. Children help with small tasks, such as clearing up after meals. This helps them to gain a sense of responsibility and develop their independence in readiness for school.

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

- Staff support children well through various stages of transition, such as when they start at the pre-school. There is a clear procedure and strategies in place to support each child, and parents are regularly updated at every step of the process. The key person ensures children's individual needs are met effectively. This provides the security for children to become settled and absorbed in their learning and play.
- Staff promote children's good health. Children learn to make healthy choices about their food and enjoy eating a variety of fruits during snack time. Staff support parents to ensure that children's packed lunches are nutritious. Children learn about the importance of cleaning their teeth every day.
- The manager ensures that the curriculum is broad and takes account of all areas of learning. She identifies children's individual strengths and plans activities that build on their abilities to help them make good progress at their own pace. Children learn to recognise their names and have opportunities to practise their early writing skills. They learn about numbers and counting as they weigh flour to make dough.
- Staff have good knowledge of children's learning development. They pay attention to children's interests and extend on their knowledge. Staff recognise when children need extra help with their learning. They observe and assess

what children can do to identify their next steps. Staff are skilled at supporting children who speak English as an additional language. They work with parents so that children benefit from a shared approach to developing their spoken English.

- Children behave well. They say 'please' and 'thank you' and speak politely to each other during play. For example, children invite their peers to join in their play. Staff manage children's behaviour and remind them of their expectations. For example, children know to use their 'walking feet' indoors and praise them for listening to the instructions. This helps children to develop a sense of what is right.
- The manager continues to evaluate her approach to enhance provision and making improvements that support children's development. She takes into account the views of parents and staff, and the needs of children. For example, she added objects that children brought in from home to the home corner area at the pre-school. This helps children to feel secure and contributes to their sense of belonging.
- The manager provides supervision meetings and ensures staff have regular opportunities for training. Staff work well together and say they enjoy working at the pre-school. However, the manager has not sought further ways to help all staff develop a deep knowledge of teaching and learning that consistently supports children in purposeful play.
- Parents are very happy and delighted with the pre-school and the service they receive. They comment highly on the support from staff and the strategies that are put in place during their children's settling in, ensuring a smooth transition.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff demonstrate a good understanding of safeguarding and child protection. They know the signs of abuse and what action to take should they have a concern about a child in their care. Staff complete risk assessments of the premises and take action to remove and address any potential hazards. The manager ensures staff attend regular training to keep their knowledge of safeguarding up to date. She follows safer recruitment guidance when employing new staff and has effective arrangements in place to assess the ongoing suitability of staff.

What does the setting need to do to improve?

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

- build on the already good practice and seek further ways to help all staff provide high-quality teaching to consistently support the play and learning experiences for children.

Setting details

Unique reference number	EY290562
Local authority	Thurrock
Inspection number	10234850
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	18
Name of registered person	Carter, Julie Elizabeth
Registered person unique reference number	RP513232
Telephone number	07941653463
Date of previous inspection	27 January 2017

Information about this early years setting

Scalliwags Pre-School registered in 1996. The pre-school employs four members of childcare staff. One holds an appropriate early years qualification at level 3 and three at level 4. The pre-school opens on Monday to Friday from 9.30am until midday, with extended sessions on Monday, Tuesday and Thursday until 2.30pm, during school term times. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Taiwo Oladele-Disu

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 manager and the inspector completed a learning walk of the pre-school.
- The inspector and the manager carried out a joint observation of an activity, and together they evaluated it.
- Children spoke to the inspector about what they enjoyed doing in the pre-school.
- Parents spoke to the inspector, and she took account of their views of the pre-school.
- The inspector reviewed relevant documentation, such as evidence of the suitability of staff.

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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