

# Inspection of Scallywags Nursery & Pre-School Limited

11 Moncrieffe Road, Sheffield, South Yorkshire S7 1HQ

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Inspection date:

14 October 2022 - 31 January 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Good

## **What is it like to attend this early years setting?**

### **The provision is good**

Children's health and safety is maintained well. They are continually supervised and supported in their play by the effectively deployed staff team. Staff also implement improved risk assessments to ensure potential hazards are identified and minimised. Managers have identified a clear curriculum, which supports children to develop a range of skills over time. For example, staff help babies to learn to wash their hands in portable sink units. As children progress through the nursery, children are encouraged to develop increasing independence with their hand washing. Staff review how children are washing their hands to ensure they are doing this effectively. This helps to maintain their good health.

Children's ongoing learning is supported well as staff provide them with an interesting range of valuable experiences. For example, staff help babies to develop their core muscle strength as they provide them with opportunities to crawl up and down low-level ramps. Carefully positioned low level furniture also enables babies to pull themselves up to standing positions and cruise around the furniture, when learning to walk. Toddlers learn to sit and listen during fun group time activities. They are encouraged to wait for their turn as they choose a visual prompt, which depicts which song they would like to sing. Toddlers giggle together as they learn action songs, such as 'The Hokey Cokey'. Older children are supported to take turns as they develop their physical skills when practising throwing a basketball into a hoop. They listen and watch as staff teach them to 'throw it high to the sky'. Children feel a sense of pride when the ball goes into the hoop.

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

- Children benefit from quality interactions with staff. Staff are skilled at identifying which children need further support. They engage with children in their chosen play, creating stimulating and purposeful play experiences.
- Children behave well and listen to the instructions from staff. As children get older, they are encouraged to initially learn three simple behavioural rules, which increase to five in the pre-school room. These include being kind, walking feet, good listening, being helpful and good sharing.
- Children who speak English as an additional language are supported to learn new words. Staff show children objects and repeat phrases, to promote their understanding. However, key words in children's home languages have not been obtained for all children, so that staff can effectively use these in their play.
- Children are encouraged to grow in independence as they learn to look after their own care needs. For example, children scrape their own plates after mealtimes. They wipe their faces independently after eating. Pre-school children show skills learned as they swiftly put on their own coats.
- Children find out about democracy and fairness as they vote to decide which

book they want to listen to during story time.

- Babies feel settled and secure as staff provide them with lots of care and attention to meet their needs.
- Staff listen to children, and they plan activities to support their understanding and use of new words. Staff encourage children to develop confidence to express their own needs and to ask for help when needed. They use children's interests to develop simple conversations. However, staff do not consistently allow children enough time to think and respond with their own thoughts and ideas.
- Children with special educational needs and/or disabilities (SEND) are well supported. Professionals from outside agencies are welcomed into the nursery to work with staff and children. Staff use strategies, such as visual timetables, to help children know what to expect. The special educational needs coordinators attend training courses to further enhance their practice. This knowledge is then shared with staff across the nursery. This ensures a consistent approach in supporting children with SEND.
- Parents and carers receive information about their child's day via an online app, and detailed handovers from staff. Children's achievements at nursery are displayed on a 'proud cloud'. A photograph of this is taken and shared with parents on the online app. Children take home an activity bag to share with their parents. Stay and play sessions enable parents to learn about their children's experiences while at nursery. Information on children's next steps in learning is also shared with parents. This all helps parents to further extend their children's learning at home.
- Newer staff members are encouraged to observe more experienced staff. This helps them to develop their teaching skills. Managers actively seek advice from a local authority adviser, to ensure good standards are maintained.

## Safeguarding

The arrangements for safeguarding are effective.

Managers' and staff's safeguarding knowledge is good. They have a broad understanding of all safeguarding issues. Managers understand the importance of keeping accurate safeguarding records. This helps them to have a good oversight over a child's home life and identify any patterns of concern. Recruitment procedures are robust and ensure that staff are suitable. Managers support staff with regular supervision sessions and training opportunities. Recent training on the 'Prevent' duty has refreshed staff's knowledge on the possible indicators associated with recognising extremist views and behaviours. Following an accident at the nursery, managers conducted a comprehensive investigation and risk assessment review. Immediate steps were taken to ensure children's continued safety. For example, further precautions were taken to prevent children from being able to access hot radiators.

## What does the setting need to do to improve?

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

- provide consistent opportunities for children to develop and use their home language in play and learning
- support all staff to allow children enough time to think and respond so they can share their own knowledge and thoughts.

## Setting details

<b>Unique reference number</b>	EY256303
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	10258593
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	101
<b>Number of children on roll</b>	159
<b>Name of registered person</b>	Sallywags Nursery & Pre-School Limited
<b>Registered person unique reference number</b>	RP903111
<b>Telephone number</b>	0114 2582283
<b>Date of previous inspection</b>	6 February 2018

## Information about this early years setting

Sallywags Nursery & Pre-School Limited registered in 2003. It is located in Nether Edge, Sheffield. The nursery employs 35 members of childcare staff. Of these, 28 hold appropriate early years qualifications at levels 3 to 6. The nursery opens Monday to Friday, all year round, closing for bank holidays. 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

### Inspectors

Samantha Lambert  
Melanie Arnold

## Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- This was the first inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the managers and has taken that into account in their evaluation of the provider.
- The inspectors viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspectors on a learning walk and talked to them about their curriculum and what they want their children to learn.
- Children spoke to the inspectors during the inspection.
- The inspectors talked to staff at appropriate times during the inspection, and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspectors observed the interactions between staff and children.
- The inspectors carried out joint observations of communication and language activities with the manager.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspectors documentation to demonstrate the suitability of staff.
- Following the original inspection on 14 October 2022, a further visit was completed on 31 January 2023 to gather additional evidence.

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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