

# Inspection of Scalliwags Pre-School

The Village Hall, Bush Road, East Peckham, Kent TN12 5LL

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Inspection date: 23 June 2023

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

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

### **The provision is good**

Staff encourage and support children at this welcoming setting. They place a strong emphasis on ensuring children develop positive relationships with each other. For example, children play well together, helping their friends and sharing their toys. They enjoy feeding the 'Greedy Gorilla' when playing the game as a group. Staff are good role models. They praise and encourage children and celebrate their achievements. Children delight in thinking about how to make a hoop game harder when playing outside. Staff 'high five' children and clap when children persevere to do it. Staff support children well to keep themselves safe. They focus on supporting children's independence. For example, children went immediately to drink water, get their hats and put on their own sunglasses when getting ready to go outside.

Children benefit from a well-planned curriculum and environment. Staff use children's needs and next steps to provide a range of motivating activities. For example, children enjoyed dressing up and playing hairdressers based on their current interests. Staff promote children's positive attitudes to learning. They have high expectations for all children. Children demonstrate confidence when choosing their own snacks, getting their own cups and bowls and putting them away when they are finished. This supports children's developing independence.

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

- Leaders and managers have placed a strong focus on ensuring children are safe at the setting. They have implemented further safety measures, such as new locks on gates and doors. They make sure staff are deployed effectively outside to ensure all children are safe.
- Staff help all children to make good progress. They are good role models, encouraging children to communicate in a range of ways. For example, children with special educational needs and/or disabilities (SEND) use picture cards to make their own choices about what they want. Staff promote children's speech and language well. They encourage children to use vocabulary, such as 'acceleration' when playing with cars.
- Parents talk highly of the support they receive themselves to help their children. They appreciate the regular opportunities they have to talk about the progress their children have made. They say they like the regular updates via the app. They appreciate the opportunities they have to come into the setting.
- Staff have successfully prioritised children's communication, mathematical knowledge and behaviour following the COVID-19 pandemic. Staff focus well on ensuring children have a wide variety of opportunities to develop their counting skills. For example, children thoroughly enjoy joining in with a wellington boot game, counting together to find out which one went the furthest.

- Staff promote a love of reading through their well-planned curriculum. They share books with children and encourage them to join in with action rhymes. Children remain engaged counting ducks when joining in with the '5 little ducks' song and talking about how many they had left. Staff patiently show children how to count using their fingers.
- Leaders and managers have good oversight of the setting and staff. They prioritise a range of opportunities for staff to develop their skills and knowledge. For example, they utilise staff from their neighbouring setting down the road to provide regular updates. Leaders and managers have effective links with the trustees. Staff report that they feel well supported by leaders and managers and enjoy their jobs.
- Staff form strong partnerships with external agencies. They have successfully accessed the local authority to support children with SEND. For example, staff now use picture cards to help children make choices. They have developed positive relationships with local schools. For example, children join in with a weekly forest school group at a nearby school. This supports children's wider experiences and transition to school.
- Staff have developed an attractive outside space. They focus on developing children's physical skills. Children delight in exploring a range of climbing equipment. Children remain engrossed as they explore the sand and water provision. However, staff do not always maximise the opportunities that children have to learn outside during the whole day. This impacts on those who prefer to learn outdoors.

## **Safeguarding**

The arrangements for safeguarding are effective.

The provision for children's safety and security has been a focus for leaders and managers. Staff have had additional training and have all completed safeguarding training. They confidently explain the signs and symptoms of abuse. Staff have a confident understanding of the procedures to follow if they have concerns about children or the behaviour of a colleague. They know what steps to take if an allegation is made against them. Leaders and managers ensure trustees have up-to-date information. They fully understand their roles and responsibilities for the recruitment, vetting and rigorous checking of 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:**

- improve the timetable to ensure opportunities are maximised for those children who learn best outdoors.

## Setting details

<b>Unique reference number</b>	2686577
<b>Local authority</b>	Kent
<b>Inspection number</b>	10300383
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	Scalliwags Pre-School CIO
<b>Registered person unique reference number</b>	2515453
<b>Telephone number</b>	01892 835980
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Scalliwags Pre-School registered in 2022 and is located in East Peckham, Tonbridge, Kent. It is linked to another setting in Paddock Wood. The pre-school employs eight members of staff, seven of whom hold relevant early years qualifications at level 2 or above, including five who hold qualifications at level 3 and one who holds qualified teacher status. The pre-school is open from Monday to Friday, during term time only. Sessions are from 9am to 3.30pm. The pre-school provides funded early education places for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Victoria Salisbury

## Inspection activities

- This was the first routine inspection the provider 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 provider.
- We carried out this inspection as a result of a risk assessment, following information we received from the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 carried out a joint observation of a group 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 pre-school.

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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