

# Inspection of Scallywags Children's Nursery (Staines) Limited

Buckland Primary School, Berrycroft Road, Staines-upon-thames TW18 1NB

---

Inspection date: 1 November 2023

<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**

Children are happy in this welcoming nursery. Staff know the children extremely well. They prioritise building strong relationships with the children and their families. This supports staff to plan a stimulating environment that meets the children's interests. Children settle quickly into their chosen play. They seek out their friends and quickly become engaged in a variety of planned activities. Children demonstrate they feel safe and secure in staff's care.

Staff encourage children to use their imagination during play. Children use a breadth of language to describe the things they are doing in their play. Staff interactions are purposeful. For instance, children dress up and pretend to be doctors and nurses. Staff introduce new ideas and language, such as 'stethoscopes'. They role model with the children how they help doctors to listen to a heartbeat saying, 'boom, boom'. This helps children understand about their bodies and the people who help us. Staff plan opportunities for children to be creative. For example, they create autumn collages from the leaves they have collected at half term with their parents. Staff skilfully teach children about the different colours and sizes of the leaves. This builds on what the children already know, consolidating their learning even further.

Staff are extremely positive role models. They help children to manage their feelings and behaviour effectively. Staff speak calmly and sensitively when children need support with their emotions. They use sand timers to let children know when it is their turn. Children are kind to each other and willingly share toys.

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

- The managers and staff have developed a broad and balanced curriculum. They have a good understanding of what they want children to learn. Staff plan individual learning for each child. They identify any children who require further support with their development. This includes children who speak English as an additional language and children with special educational needs and/or disabilities (SEND).
- Staff lead beneficial small-group sessions to develop children's social and communication skills. Staff speak clearly and model language very well. They ask questions as children explore resources, to encourage them to think and discuss their ideas. Children practise their speech as they talk about their characters different emotions, such as happy and sad. However, staff do not always adapt their teaching during activities to fully extend children's engagement and learning. This means some children become distracted and do not always benefit from the intended learning outcomes.
- Staff support children's physical development very well. They help children to

develop their small-muscle skills and strengthen their fingers, in readiness for writing. For example, children become engaged in manipulating the play dough. They pat and poke with their hands and fingers as they mould the play dough around the toy vehicles.

- The managers allocate funding to ensure staff receive the right training to support children with SEND. For example, staff use their training to plan interventions to support children's speech and language development.
- Children develop a good understanding of healthy lifestyles. Staff provide a choice of healthy snacks. They sit with children and encourage them to talk about the lunches they bring to pre-school. Oral hygiene is well promoted in the nursery. Children learn the importance of how to brush their teeth properly. The manager shares this information with families to allow them to support children's hygiene routines at home.
- Staff have high expectations for children's behaviour. Children display a positive attitude towards their learning. For instance, staff give children fun strategies to support their independence as young children learn to put their coat on. This promotes children's confidence.
- Partnership with parents is strong. Parents say the staff are amazing and their children are always keen to come to nursery. Staff keep parents up to date with their children's progress. Parents explain how their children talk about their friends at nursery and that they are making good progress in all areas of their development.
- Managers' self-evaluation is accurate and identifies areas for further development. The managers implement a programme of supervision and training to help develop the practice and knowledge of staff. However, there is scope to extend and embed the current strategies more widely, to help staff develop their teaching skills and practice to a consistently high level.

## Safeguarding

The arrangements for safeguarding are effective.

The managers and staff have a clear understanding of their role in keeping children safe. The manager ensures that staff undertake regular safeguarding training and have up-to-date paediatric first-aid training. Staff are aware of the policy for whistle-blowing and know how to escalate any safeguarding concerns. The managers understands the procedure to follow if allegations are made against a member of staff. Staff carry out daily safety checks to make sure that the premises are safe for children to play and learn in. The manager follows a robust recruitment process, ensuring that those working with children are suitable to do so.

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

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

- support all staff to flexibly adapt activities, to support children's continued attention and engagement in their learning
- develop systems for monitoring and coaching staff further to focus on improving individual staff practice and providing feedback to support staff in delivering the curriculum even more effectively.

## Setting details

<b>Unique reference number</b>	2646381
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10301641
<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>	30
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	Sallywags Children's Nursery (Staines) Limited
<b>Registered person unique reference number</b>	2646379
<b>Telephone number</b>	07871637795
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Sallywags Children's Nursery (Staines) Limited registered in 2021. It operates between 8.30am and 3.15pm, Monday to Friday, during term time. The setting provides funded education for two-, three- and four-year-old children. In total, a team of nine staff work at the nursery. Of these, seven staff hold relevant qualifications between level 2 and level 7.

## Information about this inspection

**Inspector**  
Kelly Lane

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the nursery.
- The managers completed a learning walk with the inspector. They discussed the curriculum and told the inspector about what they want children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Children spoke to the inspector about their learning during the inspection.
- The inspector observed the quality of education that children experience and assessed the impact on their learning.
- The managers and the inspector carried out a joint observation. They discussed the quality of education and the impact of this on children's learning.
- Parents shared their views of the setting with the inspector.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023