

# Little Scallywags

Inspection report for early years provision

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<b>Unique reference number</b>	EY346952
<b>Inspection date</b>	26/10/2011
<b>Inspector</b>	Jan Linsdell

<b>Setting address</b>	Little Scallywags Day Nursery, Pavilion Way, MACCLESFIELD, Cheshire, SK10 3LU
<b>Telephone number</b>	01625 612330
<b>Email</b>	info@littlescallywags.co.uk
<b>Type of setting</b>	Childcare - Non-Domestic

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Little Scallywags Day Nursery was registered in 2007. It is run by a limited company and operates from a single storey building located in Macclesfield, Cheshire. Children are cared for within four rooms and have access to a secure outdoor play area. The nursery serves children from the local community. It is open Monday to Friday, from 7am to 6.30pm, throughout the year.

The nursery is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 68 children aged from birth to under eight years may attend the nursery at any one time. There are currently 79 children on roll, 23 of whom are within the early years age range and of these, 20 receive funding for free early education. The nursery supports children who speak English as an additional language.

The nursery employs 18 members of staff including the manager. Of these, one holds qualified teacher status, 13 hold appropriate early years qualifications at level 3 and two hold appropriate early years qualifications at level 2. The nursery receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The setting is inclusive and welcoming for children and families. Suitable partnership working with parents, carers and other professionals ensure children's individual needs are appropriately addressed. Satisfactory procedures for promoting children's learning and development enable them to make steady progress towards the early learning goals. Systems are generally organised to meet children's needs, but a requirement regarding staffing arrangements is not being fully met. Self-evaluation is developing and staff demonstrate a positive commitment to improvement.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure staffing arrangements consistently meet the requirements for adult: child ratios set out in Appendix 2 of the Statutory Framework for the Early Years Foundation Stage (Suitable People).

09/11/2011

To further improve the early years provision the registered person should:

- develop well-planned learning experiences, both indoors and outdoors to further support children under two years, and improve systems of observation and assessment to plan effectively to meet the next steps in children's developmental progress
- improve systems for meeting children's needs, with particular reference to the organisation at lunch times
- build on self-evaluation and informed discussion to identify the setting's strengths and priorities for development.

## **The effectiveness of leadership and management of the early years provision**

All staff are trained in safeguarding issues and they demonstrate a secure understanding of the procedures to protect children from harm. They keep children safe and carry out suitable risk assessments. Appropriate vetting systems confirm all staff are suitable to work with children. Overall, the setting runs efficiently, but the organisation of lunchtime results in some children waiting too long for their food. Also, staff are not always deployed effectively to ensure adult: child ratios are consistently met, which does not fully meet requirements.

The environment is bright and welcoming, with a very spacious and well-equipped outdoor area. There are some good quality play materials to support children's enjoyment and learning. Resources for older children are well deployed and easily accessible, but this is less effective for some of the younger children. Staff know the children's needs and backgrounds, and they organise interesting activities to help them learn about diversity.

Self-evaluation is in progress. Management and staff are working together to look at the strengths and areas for development. The team are motivated to seek further improvement and future plans include developing the outdoor play space for children under two years, so that they have the same stimulating experiences as the older children. Recommendations from the last inspection have been addressed and on-going staff training shows the settings commitment to continuous improvement.

Staff form positive and friendly relationships with parents and carers. They keep them informed about the children's day and they are beginning to introduce systems to involve parents more in children's learning. Sensitive reassurances are offered to carers of children on introductory visits. Staff work appropriately with other professionals to promote children's welfare and learning, and to make sure they receive additional support if needed. Good arrangements are in place to support children's transition to school.

## **The quality and standards of the early years provision and outcomes for children**

Most of the staff are well trained and demonstrate secure knowledge of the Early Years Foundation Stage framework. Overall, they support children's learning and development well, but there are some inconsistencies in practice. Arrangements for delivering the framework are not yet fully embedded, which impacts on the quality of learning experiences for some of the younger children. New planning and assessment systems are being introduced, to place more emphasis on children's individual learning needs and interests. Learning journals include observations of children's development, but the next steps in their learning are not consistently identified.

Overall, children's welfare needs are well met by caring and attentive staff. Parents speak positively about the staff and are pleased that children are developing friendships with each other. This shows children feel safe and secure in the setting. Children practise fire drills regularly and older children concentrate really well, as they watch and discuss a programme about fire fighters. They show good awareness of safety issues when they remember why hard hats have to be worn.

Older children really benefit from having independent access to outdoor play, where they enjoy exciting experiences that promote all areas of their learning. Staff highlight the positive impact this has had on children's behaviour. Young children practise their physical skills indoors, as they climb, balance and giggle when staff support them to walk with the pushchair. Children eat nutritious meals and they learn to follow appropriate hygiene practices to reduce the spread of germs.

Older children enjoy listening to stories in the 'happy room', where they have interesting discussions about how jam is made. This positively promotes their communication and thinking skills. Children have some opportunities to be creative and explore using their senses. They sometimes go for walks in the local area, for example, to collect leaves or play at the park. They explore spiders in the sand and grow some vegetables in the garden. Interesting activities are organised to raise children's awareness of Diwali celebrations, such as making diva lamps and creating rangoli patterns. This positively promotes their understanding of the wider world.

Children are beginning to develop their future skills. They happily join in with counting songs and work out how many chinks they need to make patterns outside, thus promoting their problem-solving and numeracy skills. Older children have access to the computer, which supports their understanding of technology. Children behave well in the setting because the staff set appropriate boundaries and help children to learn the difference between right and wrong. They have some opportunities to develop their independence, as they put on their boots or learn to feed themselves.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met