

# Scallywags Pre-School

Turton Edgworth C of E School, Bolton Road, Turton, BOLTON, BL7 0AH

## Inspection date

Previous inspection date

19/02/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

## The quality and standards of the early years provision

### This provision is outstanding

- Inspirational and meticulous observation, assessment and planning, results in children being provided with a superb range of rich, highly stimulating activities that provide optimal challenge. These are unquestionably well matched to their individual needs and stage of development, which means that children make rapid progress in their learning.
- The quality of practitioners' interaction and their excellent levels of enthusiasm and motivation, significantly enhance children's learning and development. They have consistently high expectations of themselves and the children and show an exceptional understanding of how they learn.
- Practitioners create a highly accessible and vibrant environment. Consequently, children are exceptionally independent and show excellent levels of interest in activities as they readily explore and investigate.
- Practitioners establish exceptional partnerships with parents. There are excellent settling-in programmes, which include initial home visits, along with superb ongoing communication and involvement of parents in the life of the pre-school. Consequently, children form exceptionally secure attachments and their individual needs are exceedingly well met.
- Practitioners model excellent social skills. As a result, children's behaviour is exceptional and they are highly sociable. They negotiate and share ideas within their own creative projects and adult-led activities and are extremely helpful and kind to one another.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed activities and care routines in the pre-school room and outdoor learning environment.
- The inspector held a meeting with the manager of the pre-school and one of the parents from the committee and spoke with children and practitioners at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the pre-school and a range of other documentation.
- The inspector also took account of the views of parents spoken to on the day and in information included in the self-evaluation form.

## Inspector

Rachel Ayo

## Full Report

### Information about the setting

Scallywags Pre-school has been operating for a significant number of years, however, was registered again in 2012 on the Early Years Register, due to a change of premises. It is

situated in the Edgworth area of Bolton and is managed by a voluntary parent committee. The pre-school serves the local area and is accessible to all children. It operates from a classroom within Turton Edgworth Church of England Methodist Primary School and there is a fully enclosed area available for outdoor play.

The pre-school employs seven childcare practitioners including the manager, all of whom hold appropriate early years qualifications at level 2 to 6. The manager has a BA (Honours) degree in Childhood Studies. The pre-school opens Monday to Friday term-time only. Sessions are from 9am until 3.15pm. Children attend for a variety of sessions. There are currently 39 children attending. The pre-school provides funded early education for three- and four-year-old children and supports those with special needs and/or disabilities. The pre-school is a member of the Pre-School Learning Alliance.

### **What the setting needs to do to improve further**

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

- enhance children's literacy development in the outdoor environment, for example by providing word banks and a more varied range of writing resources.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Planning is informed by precise and sharply focused assessments of the children and their next stage of development. In addition, children's interests, noted by practitioners through skilful ongoing observations and discussion with parents, are highly considered and incorporated in adult-led activities. For example, as a result of children pretending to post letters, practitioners create a post office role play area. In addition, as a result of children using the hospital role play resources to bandage toy animals, practitioners create a veterinary role play area. As a consequence of superbly-matched play opportunities, children are exceptionally animated and demonstrate excellent levels of concentration and a superb approach to learning, attributes and skills, which prepares them for their next stages of learning, especially school.

Meticulous records of learning show an extremely clear picture of what children know and can do and include, for example, annotated photographs, summary forms and progress trackers. Although, comprehensive, they are also very user-friendly and informative to parents. They demonstrate that children are working exceptionally well within the typical range of development expected for their age and are making significant progress in their learning, given their starting points. Where children are identified as having special needs

and/or disabilities, as a result of the pre-school's excellent commitment to partnership working with parents and other professionals, achievement gaps are closing rapidly. Practitioners are also very aware of particular groups, such as boys, who may be at risk of underachieving in certain areas, for example, literacy and mathematics, and are very skilled in planning for this. For example, fathers come into the pre-school to read stories along with other male carers, who talk about their jobs and contribute associated items to role play areas, such as the garage and post office. Practitioners encourage children to create builders plans using rulers, design roads on clipboards and learn about number through themes, incorporating favourite stories. Children's schemas, such as enveloping objects, are also supported, through wrapping up gift boxes, for example, in the Christmas elves workshop role play area. This again provides opportunities to learn about shape, space and measure and solve problems.

Practitioners engage parents in their child's learning superbly, in order to ensure a coherent approach to meeting children's individual needs. This commences at the initial home visit, where parents share what they know about their children, including their likes and dislikes, through a comprehensive development document. The information is highly effective in helping practitioners to identify children's starting points in their learning on entry. Weekly emails inform parents about planning, aims of activities and ideas as to how children can be supported in their learning at home. This is in conjunction with summary forms of children's individual development and next steps being shared. Parents access their child's records of learning continually and yearly parents' evenings provide a more formal forum for discussing children's progress. 'News from home' sheets encourage parents to share their own observations and they are actively encouraged to contribute to topics. For example, they are asked to bring photographs in of a pet, as part of the veterinary role play theme.

Practitioners inspire children with their high levels of engagement and superb levels of interest in what children say and do. The learning environment they create is conducive to children's learning. They ignite children's creativity and are highly skilled in challenging and extending children's thinking and learning within spontaneous events and child-initiated play. For example, as children notice the sounds of the birds chirping, practitioners suggest that they use the binoculars to observe them. In addition, children's understanding of change is enhanced as practitioners encourage them to hold pieces of ice, left over from the recent snowfall. They ask children to predict what might happen if the ice becomes warm, encouraging them to hold it in their warm hands, where it begins to melt.

Practitioners balance their interaction carefully, enabling children to speculate and test their own ideas through trial and error, while intervening at opportune moments to support or extend learning. For example, they show children how to shine the torch through the x-rays, in order to observe the bones closely. As children say they want to make a hat, practitioners encourage them to think about what they might need, rather than directing them and hindering their problem-solving skills and creativity. Children's awareness of mathematical concepts is developed superbly, including through innovative activities. Children's observations of the number of different species of birds, encouraged by dangling bird feeders in the outdoor area, are represented in a simple graph. They also create their own snakes and ladders game, drawing numbers and dots on a soft block to

create a dice. Three- and four-year-old children confidently recognise and copy numbers into the corresponding boxes, as they count the squares. Children are highly imaginative as they learn to combine different media to create new effects, reflected in interesting arts and craft models and pictures that form part of displays.

Practitioners create an environment that is rich in print through extensive arrays of displays, labelling and information, which promotes children's literacy development superbly. They enhance this within the veterinary role play area, providing signs, leaflets, posters and a diary to book appointments, for example. As practitioners sit and read the stories, they point to the words, reinforcing children's understanding that print carries meaning. Children represent their ideas through excellent drawings, ascribing meaning to their marks and are actively encouraged to write their own names on their pictures. There is scope to enhance children's literacy development in the outdoor environment, in order to further support those who have a preference for outside learning.

Practitioners model language exceptionally well and their questioning encourages children to express their ideas. It also extends children's use of more complex vocabulary, for example, as children help to make hedgehog-shaped bread. Children's use of information and communication technology resources is outstanding. Even the youngest children operate simple programmes on the computer, showing excellent dexterity as they manoeuvre the mouse. Children clearly enjoy using cameras, sharing the photographs they take inside and outdoors with each other. They confidently use outdoor apparatus, demonstrating their large physical skills. Children pedal competently, skilfully negotiating space as they adjust speed or change direction to avoid objects.

Children's understanding of the environment and nature is fostered to an excellent standard. They visit farms and the school's nature garden, where they observe chickens and explore a willow den. Children explore insects spontaneously outdoors through readily accessible magnifying glasses and bug collectors. Also, practitioners foster their interests and discoveries by providing nature books. As children play outside, they show great excitement as they notice different features, such as an aeroplane flying by or an eagle. Opportunities for children to learn about lifecycles are exceptional. Children grow inside and outdoor plants, in order for them to compare how growth is effected by the temperature of the environment. They have their own incubator, which they use to hatch out pheasant and hen eggs. Children help 'candle' the eggs, so the infertile ones are not used and they help tend to the chicks once they are hatched. As children access computer programmes, for example, they show an exceptional awareness of the recycling process. They competently sort household items and objects made from different materials into the corresponding bins.

### **The contribution of the early years provision to the well-being of children**

Children's personal, social and emotional development is superbly fostered. The highly successful key person system, coupled with excellent partnership working with parents, means that children build secure attachments with practitioners. Consequently, children are happy, enjoy what they are doing and show outstanding levels of confidence and self-esteem. Practitioners have an exceptional knowledge of children's individual needs

because there is a superb exchange of information at home visits before settling-in visits commence. Home visits are organised in the evenings, so that all family members involved in a child's life can be present if they wish. Alongside these exceptional arrangements for supporting children's smooth transition from home to the pre-school, practitioners ensures that this continues as children move to school.

The environment and care routines facilitate children's independence and self-care. Children choose whether they want to play inside or outdoors and extensive resources and activities are set out on child-sized furniture and in labelled storage units. Consequently, children are active learners. They readily help themselves, for example, to paper, in order to create their own telescope. Children butter their own crumpets, help themselves to fruit and pour their own drinks at snack time. They manage tasks, such as putting their coats on. Where children struggle slightly with zips, practitioners allow them to try first, before sensitively intervening to offer support, preventing them from becoming frustrated. They place the zip in the catch, before encouraging children to pull it up. Children show that they feel safe and secure in the pre-school as they readily approach practitioners to express their needs, seek support or have a cuddle when they become tired. They develop an excellent understanding of dangers and how to keep themselves safe. For example, visitors from the fire service, police and dog handling unit talk to children about many aspects of staying safe. As children play in the veterinary role play area, practitioners talk to them about the child-proof locks on the empty tablet bottles.

Children's behaviour is exceptional. They help create the pre-school book of ground rules, using illustrations of good or unwanted behaviour. This is reinforced regularly, for instance, at story times and is displayed for children to revisit at any time. Children respond highly to the reward sticker scheme and delight in requesting a sticker for their achievements, such as using the toilet successfully. Practitioners also reinforce positive behaviour with lots of meaningful praise and encouragement and show children that their work is valued. For example, as children show practitioners their model made with construction toys, they suggest displaying it, so that parents can see it on collection. Consequently, children's self-esteem and confidence is boosted further. Children take turns to take home the pre-school bear and complete a short diary of their adventures, with support from their parents. This gives them opportunities to talk about their home life and helps practitioners build on children's interests further.

Children's socialisation is exemplary. They seek out others to share experiences within many different types of activities. They play cooperatively and imaginatively and negotiate roles. Children use complex vocabulary to introduce a story line or narrative to their exciting vet role play and their sand play with diggers and as they construct a pirate ship outside. Practitioners are highly skilled at allowing children to take steps to resolve any minor conflicts, in order to help them learn to find a compromise and solve problems without aggression. Children learn about the similarities and differences between themselves and others and among families, communities and traditions. A wide range of festivals are celebrated and reflected in role play areas, such as Chinese New Year. Exciting first-hand experiences are also planned, such as a visit from an award winning Indian chef where children are shown how to make Naan bread and smell different spices as part of the Diwali celebrations. Families are also invited into the pre-school to share their culture during festivals. As part of this, children dress-up in traditional clothing and

listen to music.

Children have excellent opportunities to learn about all types of healthy practices, including the importance of exercise. They access outdoors, regardless of the weather, because practitioners ensure that waterproof clothing and wellingtons are available at all times. Children engage in weekly indoor physical activities, delivered through an external provider in the school hall. They learn about the effects of exercise on their bodies and that exercise is fun. The pre-school partakes in the 'Smile for Life' accreditation and therefore, only offers healthy snacks and drinks to encourage children to make good choices about what they eat and drink from an early age. The pre-school is also currently in consultation with the school, in order to work jointly towards attaining the local authority gold award for healthy eating. Children's understanding of healthy foods and where foods come from is effectively reinforced as children harvest food, such as potatoes. They demonstrate their understanding of this further as they access healthy eating activities on the computer. Children are familiar with hygiene routines as they readily wash their hands with the soap before eating or baking and after using the toilet.

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

Leadership of the pre-school is inspirational. The exceptional commitment and dedication to meeting children's individual needs cascades down from the committee to the practitioners, who work directly with the children. The consistency of the pre-school team of practitioners contributes to children's strong sense of security. The manager is highly qualified, having gained her level 6 while managing the pre-school. She demonstrates her superb commitment to her own professional development further by attending other courses, such as leadership and management and safer recruitment. Consequently, she manages the pre-school safely and efficiently and is aware of her responsibilities in meeting the safeguarding and welfare and the learning and development requirements. The individual needs of the children and the curriculum is discussed monthly by practitioners. Consequently, there are robust systems for analysing and monitoring the progress of individuals and different groups of children. As a consequence, any individual or group falling behind their peers or below their expected level of development can be promptly identified and addressed. This ensures that all children are exceptionally well supported in making excellent progress. This extends to children with special needs and/or disabilities, who are superbly integrated as a result of highly effective partnership working with other professionals.

The manager acts as an excellent role model to her team of practitioners and all share her pursuit of excellence. A significant aspect of the pre-school's success is their superb commitment to ongoing reflective practice and their exceptional drive for improvement. This is demonstrated, for example, by the move to the new premises. Regular committee, management and team meetings take place, in order to discuss and monitor the pre-school provision and accurately identify key future priorities in long-, medium- and short-term plans. The outdoor area is highlighted as a key area of development, with visits from a wildlife charity taking place as part of an application for funding to create a more natural area. In addition, a business plan is devised by the committee to ensure sustainability. The

manager subscribes to childcare publications to ensure that she keeps up to date with current practice, using ideas and articles from other professionals to enhance the pre-school. She also works closely with the head teacher of the school to negotiate improvements.

Practitioners reflect on their own practice, including through peer observations and mentoring. The manager is highly effective in monitoring the quality of teaching and learning as she works directly alongside practitioners. High quality professional supervision is provided, based on consistent and sharply focused evaluations of the impact of adult's practice. Practitioners are well qualified and are motivated to constantly improve their already first class understanding and practice, through an effectively targeted programme of professional development. There are outstanding arrangements for involving children and parents in the self-evaluation process. The committee is made up of parents of the pre-school; therefore, they are fully involved in making decisions and in the organisation of fundraising events. All parents are actively encouraged to share their views through suggestion boxes, slips and questionnaires. Children share their opinions about what they have enjoyed before they go home and a display reflects their ideas for the new garden area.

Arrangements for safeguarding children are extremely robust, including rigorous recruitment and vetting, which ensures that children are protected and cared for by knowledgeable practitioners. Comprehensive induction of new practitioners means that they are extremely well informed about their roles and responsibilities. All practitioners have an in-depth understanding of possible signs of abuse or neglect and reporting procedures. Alongside meticulous risk assessments, children's well-being is promoted further through safety initiatives. For example, the manager regularly tests practitioner's knowledge of emergency first aid procedures. She sets up scenarios based on different serious accidents to ensure that practitioners can respond promptly to any major incidents to keep children safe. Practitioners are vigilant in their supervision of the children and carefully monitor adult to child ratios as they move between inside and outdoors. Children receive a stimulating and enjoyable early years experience that secures their future learning as a result of the highly effective organisation of the environment, including the deployment of practitioners.

Partnership working with parents is outstanding. Consequently, children's individual needs are met through trusting and respectful relationships being fostered. Parents are superbly informed about the pre-school before and during their child's placement through comprehensive information sources. In addition, displays, notices, posters and information adorns the walls, including photographs and qualification details of the pre-school team of practitioners. Conversations with parents during the inspection reflect highly complimentary comments about the pre-school. Extremely strong partnerships are held with providers where children attend other settings. Newsletters are forwarded alongside weekly emails, telephone conversations about children's learning and development take place regularly and link diaries are used. Consequently, there is continuity in children's care and learning, which helps them to feel secure as they move between settings.



## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY447877
<b>Local authority</b>	Blackburn
<b>Inspection number</b>	881091
<b>Type of provision</b>	

<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	39
<b>Name of provider</b>	Scallywags Pre-School
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01204852932

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

### **Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

