

Inspection of Little Scallywags Day Nursery Ltd

476 Garretts Green Lane, BIRMINGHAM B33 0SE

Inspection date: 25 February 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Staff at this setting are enthusiastic and interact warmly with children. They happily greet each child as they arrive and speak with each parent or carer. Staff work hard to ensure that children have a key person with whom they build a close and supportive relationship. They get to know the children well. Children have secure bonds with staff, which can be seen as they talk confidently to them and seek comfort from their key worker. Staff are good role models for children and consistently praise them for positive behaviour and effort. They give gentle reminders of behaviour expectations and support children to resolve conflicts, when needed.

A priority of the curriculum is to encourage children to develop a love of reading. Staff read carefully chosen books during engaging and interactive story times. For example, babies squeal in delight when being read a story about a zoo. Staff show them soft toy animals from the story bag and encourage babies to copy the animal sound and action. This supports them to engage in and understand the story and different animals. Developing children's language and communication is a focus for staff within the setting. Staff constantly interact with children. They ask them questions, narrate their experiences and sing songs and nursery rhymes together throughout the day. This supports children to become effective communicators.

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

- Staff plan engaging activities, which children are eager to participate in and that link to their developmental needs. For example, babies use paint and toy animals to print and toddlers retell a familiar story using props. However, staff do not always use opportunities to ensure children benefit from challenge to extend their learning. For example, some indoor and outdoor activities are repeated instead of adapted to provide further challenge. This may prevent children from making the very best progress possible.
- Staff support children's social and emotional development well. For example, they help children to play board games and complete jigsaws together. This helps children to develop social skills, such as sharing and taking turns, and it helps them to understand their own and other's feelings.
- Children enjoy being physically active in their play. For example, they practise their fine motor skills using scissors, tweezers and play dough. Staff also provide indoor and outdoor climbing frames for children to climb and balance on. This supports children to develop both small and gross motor skills.
- Staff encourage children to solve mathematical problems and identify shapes during play. For example, staff challenge children to find out how many trains there are of each colour, and they add two semi-circles together for children to identify the shape. This promotes children's awareness of number and shape.

- Staff support children to develop their independence and self-care skills. For example, babies feed themselves and older children tidy away their plates after lunch. However, staff do not consistently promote children's independence or maximise opportunities for children to practise these skills. For example, some children are not expected to organise and take care of their belongings and children do not have the opportunity to pour their own drinks or serve their own food at mealtimes. This limits children's opportunity to become increasingly independent over time.
- The support for children with special educational needs and/or disabilities (SEND) is strong and consistent. Staff swiftly identify children with additional needs and devise and implement support plans. They are knowledgeable and work closely with parents and outside agencies to provide for each child's needs.
- Leaders and managers have a good understanding of what quality teaching and learning looks like and they provide appropriate support to raise the standards in practice. Staff engage in regular and varied professional development opportunities, such as training and coaching, to support their development.
- Parents speak extremely positively about the setting. They praise the 'wonderful' staff for the relationships they make with their children and the support they offer to their families. They say that their children love coming to the setting. Parents feel that staff keep them well informed about what their child is doing at the setting. They feel that their children make good progress in their learning and development. Parents highly recommend the setting to others.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts the children's interests first.

What does the setting need to do to improve?

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

- support staff to consistently challenge children's learning more effectively as they play to help them make the best possible progress
- extend opportunities for children to develop independence and ensure these opportunities are consistently recognised and promoted by staff.

Setting details

Unique reference number	EY399440
Local authority	Birmingham
Inspection number	10376318
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	110
Number of children on roll	107
Name of registered person	Little Scallywags Day Nursery Ltd
Registered person unique reference number	RP529264
Telephone number	01217896497
Date of previous inspection	24 May 2019

Information about this early years setting

Little Scallywags Day Nursery Ltd registered in 2009 and is located in Garretts Green, Birmingham. The nursery employs 20 members of childcare staff. Of these, twelve hold appropriate early years qualifications at level 3, two at level 2 and six members of staff are unqualified. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery receives government funded early years education for eligible children.

Information about this inspection

Inspector

Caroline Albanese

Inspection activities

- The manager and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The manager and the inspector carried out a joint observation of a story activity.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Staff spoke to the inspector about how they support children with SEND.
- Parents and carers shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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