

Inspection of Scallywags Pre-School

The Jubilee Suite, The Parish Hall, Halwill Junction, Beaworthy, Devon EX21 5XR

Inspection date: 4 March 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children enthusiastically arrive at the pre-school, where friendly staff greet them. Children show a positive attitude to learning, keen to explore the play environment. Staff join in their play, such as helping younger children to make pretend pancakes using yellow dough. They role model effectively and encourage children to pat and roll out the dough, which helps to strengthen children's finger and hand muscles in preparation for early writing.

Leaders have made significant changes to their curriculum since the last inspection to ensure it is tailored around children's individual needs. They plan and implement this well to ensure that children make strong progress, particularly in their communication and language development. For instance, staff use books and props to help children recall prior knowledge. Children identify which item relates to which story, such as a toy bridge and the 'Three Billy Goats Gruff' tale. Staff encourage children to talk in a group to discuss their own ideas and opinions. Children also use this time to reflect on their choice of prop and whether it is linked to the correct story.

Children play cooperatively and behave well. Staff teach them about different emotions, such as 'happy' and 'sad'. They provide children with effective calming strategies. For example, staff help children to take deep breaths in and out as they trace their finger up and down their hand.

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

- Children enjoy mathematical activities. Staff implement number songs and rhymes, which help younger children to count in sequence. Older children flip numbered paper pancakes in a toy frying pan. Staff support children to work out which number comes next and to develop their number recognition.
- Staff provide children with a range of different experiences. Children accompany staff to community events and go on outings to the local shop to buy food products for the pre-school. Local farmers from the village bring their tractors and newborn lambs to the setting to help further children's understanding of the farming community. Staff also invite external professionals in to broaden children's knowledge. For example, children learn about cultural diversity and African music.
- Leaders and staff have introduced small adult-led groups to build on children's specific skills, such as focus and attention. Younger children enjoy playing 'What's in the Box?', where they identify toy animals and the sounds they make. Staff follow this on with a story that features these animals. Children remain engaged and concentrate well.
- Overall, children develop their independence and enjoy carrying out small tasks,

such as placing their used cups and plates in the washing up bowl after snack. However, at times, staff do not always provide clear routines for children. For instance, staff inform children it is time to tidy up before lunch but do not inform them about the small-group time in between. Some children become confused and wash their hands and find their lunch box. They do not always know what is happening next.

- Parents report positively on the pre-school's care and education. They say staff encourage them to use sign language at home to provide a consistent approach in helping children to develop their communication skills. Parents comment how staff relay information to them about their child's well-being and through parents' evening, where they discuss their child's progress. The pre-school gains parents' views through questionnaires. Leaders have since extended the opening hours to accommodate parents' needs.
- Children enjoy free daily access to outdoor play. They develop their balance and coordination when engaged in the obstacle course and when using the nearby park. Staff use specific equipment, such as 'peanut-shaped' balls, to help develop children's core strength, and encourage children to carry weighted buckets of sand.
- Leaders and staff attend training to help keep their knowledge updated. For instance, they develop their understanding around children's oral health. Following this, children now brush their teeth in the pre-school every afternoon, and staff talk to them about the importance of keeping their teeth clean.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts 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:

- help children to develop their understanding of routines and what will happen next to aid the transition between activities.

Setting details

Unique reference number	106369
Local authority	Devon
Inspection number	10355651
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	28
Number of children on roll	31
Name of registered person	Sallywags Pre-School (Halwill) Committee
Registered person unique reference number	RP909063
Telephone number	07552238793
Date of previous inspection	23 May 2024

Information about this early years setting

Sallywags Pre-School (Halwill) registered in 1992 and is a committee-run provision. It opens from 8.15am to 4.15pm, Monday to Friday, term time only. The pre-school employs six members of childcare staff. Three members of staff hold an appropriate childcare qualification at level 6, two members of staff hold a level 3 qualification and one staff member is unqualified. The setting provides government funded places for childcare and receives specific funding for disadvantaged children.

Information about this inspection

Inspector

Joanne Steward

Inspection activities

- The manager and the inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The children spoke with the inspector during the inspection.
- Staff spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector and the manager carried out a joint observation of a communication and language activity.
- Parents shared their views of the pre-school with the inspector.
- 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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