

Scamps

Inspection report for early years provision

Unique Reference Number	149951
Inspection date	16 October 2007
Inspector	Jane Nelson
Setting Address	65A Strathmore Road, Teddington, Middlesex, TW11 8UH
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Registered person	SCAMPS (Stanley Combined am/pm Project Ltd)
Type of inspection	Integrated
Type of care	Sessional care, Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Scamps was registered in 1993. It is a multi-purpose provision, based in a single storey building situated in Teddington, in the London Borough of Richmond. The provision is managed by a non profit making, limited company.

The provision includes a breakfast club, a pre-school group, wrap-around care, an after school club and a holiday play scheme. Children from the local community attend all provisions. Children attending wrap around, after school and breakfast sessions are collected and delivered to three local schools. The provision supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

The pre-school group has been operating on the premises since 2002 and is registered to care for a maximum of 30 children aged between two to under five years. Children have access to a large room, with adjoining art room, two smaller rooms and a hall. There is a large enclosed outdoor area for outdoor play. There are currently 25 children from two to under five years on roll, this includes eight three and four year olds who receive educational funding. Children attend for a variety of sessions.

The after school, breakfast, wrap around care and holiday play scheme, operate at separate times and are registered to care for a maximum of 68 children aged three to under eight years. There are currently 35 children aged three to five years on role in the Wrap Around Care session and 68 children aged three to under eight years in the after school provision.

The pre school group operates from 09:00 to 12:15, Monday to Friday. Wrap around care sessions operate from 11.30 to 15.00. The breakfast and after school sessions operate from 07.30 to 09.00 and 15.15 to 18.00. All operate during school term times only. The holiday play scheme operates from 08.00 to 18.00 during all school holidays with the exception of Christmas.

A team of six full time and 13 part time staff work with the children, 15 staff have early years qualifications and one member of staff is working towards a qualification. The setting receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children have good opportunities for outdoor play and enjoy regular, energetic exercise, which encourages their good health and physical development. They have great fun playing in the extensive garden; children attending pre school enjoy washing sit and ride cars at the 'car wash', they climb on the climbing frame, slide down the slide and laugh and shout to their friends as they take turns jumping on the trampoline with a member of staff supervising. Children thoroughly enjoy an indoor physical play session during wet weather, all working together lifting, lowering and running underneath a parachute. Children attending wrap around care and after school sessions have daily access to the well equipped outdoor area and use a variety of equipment such as footballs, pop up tents and the fixed climbing equipment.

Children receiving nursery education have good opportunities to develop their physical skills. They jump, balance, move over, under and through equipment, and navigate space as they ride bikes, scooters and steer sit and ride cars, during regular outdoor play sessions. Children have many opportunities to develop their fine motor skills, for example, they confidently use small stamps to print on envelopes in the 'post office', positioning the stamps and pressing hard and putting small pieces of paper into envelopes. They have opportunities to thread beads onto strings, post letters and papers through a roller at the 'post office' and use equipment, such as scissors and glue sticks with increasing confidence.

Children's awareness of their own personal hygiene is encouraged well through practises that are part of their daily routine. They are reminded to wash their hands before eating and after using the toilet. Equipment, such as steps in the bathroom, child height soap dispensers, and easily accessible paper towels all encourage children to follow good practises. Posters displayed in the bathroom and the playroom relating to hand washing and exercise being healthy, help reinforce children's understanding of good hygiene and staying healthy.

Documentation relating to administration of medication and accidents are maintained. Most of the staff team have current first aid certificates, and records indicate that first aid is administered appropriately for minor accidents. Children's individual health needs are recorded and all staff made aware of any dietary or medical needs.

Children benefit from a healthy, well balanced menu which encourages their awareness of healthy eating and trying different foods. Children attending pre school enjoy a healthy snack

of fresh fruit with drinks of milk or water. Snack time is well organised, with children choosing when to come and have their snack during a designated time. A member of staff sits with children and discusses which fruits they like. Children attending wrap around sessions bring their own packed lunch and have a snack of fresh fruit. Children attending after school sessions are greeted by the smell of freshly cooked food being prepared for their tea, on their arrival at the setting after the school day.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are well supervised by staff and cared for in a safe and secure environment. Good procedures are in place to ensure children's safety during journeys to and from local schools, when they attend wrap around care and before or after school sessions. For example, daily risk assessments are made of the journeys, and any potential risks arising identified and minimised. Regular head counts are made at several points during the journey and staff follow clear procedures if a child booked to attend does not arrive at the agreed school meeting point to be collected at the end of the school day.

Children attending pre school are gaining awareness of their own safety. They are reminded to be careful in their play and with each other. Reminders such as, use of a hazard sign when there is some water on the floor, and topics included in the curriculum covering issues, such as road safety, reinforce children's understanding of their own safety. Children are gaining confidence in the use of outdoor equipment, they are generally well supported in using equipment safely, however, there are occasions when a large climbing frame is not always supervised consistently, particularly when being used by younger children.

Children use a range of safe and generally well maintained furniture, equipment and play materials. Space is well planned, enabling children to move around and play safely with materials on child height tables and set out on the floor. Children can help themselves to some equipment, such as books, writing and creative materials, as these are set out on child height surfaces. Children can see and know what other equipment is available and they ask staff if they want something else out to play with.

Evacuation procedures are displayed and records indicate fire drills are held regularly, reinforcing children's awareness of what to do if they hear the alarm. Children in pre school recall the loud noise the siren made when they had a recent fire drill. Clearly designated staff roles ensure fire precautions are regularly checked and fire exits kept clear.

Children's welfare is protected by staff's sound knowledge and understanding of child protection issues and the procedures to follow if they have concerns.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and secure in the setting. Pre school children arrive happy and generally separate well from their parents and carers. Some parents stay for a short while, settling in children who are new to the setting. Children hang their coats up on their peg, self register by selecting their name card, putting it in a box, and choose what to play with from a variety of play materials set out at tables.

Children enjoy a good range of activities and play experiences that encourage their interest and development. They have great fun washing cars outside in the garden and excitedly tell their parents about this when they are collected at the end of the session. Children experiment with mark making on the easel and with crayons and have opportunities to explore different textures during art activities. Their imagination is encouraged through the well resourced home area where they can 'cook' with play food. Children enjoy story time, they make themselves comfortable on sofas in the TV room and listen avidly to a story.

Children in wrap around and after school care are collected by staff from local schools and walked back to the setting. They chat to each other as they walk and immediately involve themselves in play or activities with their friends on arrival at the premises. The welcoming smell of freshly cooked food being prepared for their tea, greets children on their arrival at the after school club after their school day.

Children benefit from close and friendly interaction with staff, who are caring and support children well in their learning and play. Some of the staff team work across all three provisions, providing continuity of care and familiar faces for children when they move from pre school into after school or wrap around care. Staff ask questions, encourage children's language, generate conversations about their families, and with children attending wrap around and after school sessions, talk about their school day.

Nursery education

The quality of teaching and learning is good. Staff plan and provide a range of activities and play opportunities that encourage children's development. They work well as team and are committed to improving the experiences provided for children. Planning is linked to the six areas of learning, however, does not always relate to all the activities provided or contain sufficient detail. Observations are used to compile individual learning intentions for each child and records relating to children's development are maintained and shared with parents. Staff are flexible in making use of experiences, such as taking the children to observe a hibernating hedgehog that has been found in the garden. They observe when children are interested and persisting with activities, such as the post office, and leave children to continue their play until the end of the session.

Children sit and concentrate during circle and story times. They are gaining confidence in speaking in a group, for example, during circle time children pass a cuddly toy to each other, and listen to the person holding the toy share their news. Children thoroughly enjoy story time, they listen avidly, joining in with familiar words the member of staff purposely omits from the story. Children enjoy and persist at activities, such as using the post office, talking to each other over the counter, folding paper and putting this into envelopes, using stamps to print on envelopes and posting letters through a roller. Children are learning to recognise their names, they self register themselves on arrival at pre school, with photo name labels and know where their labelled coat peg is. Staff explain words such as hibernation to the children and talk about the sound of the letter 'h'. Children have many opportunities to draw and mark make with a variety of materials such as pencils, crayons, paint and glue.

Children use numbers in their play as they refer to their ages and talk about how many trains they have got at home and how many one more makes. They are learning simple mathematical concepts, such as fitting construction materials together and completing jig saw puzzles. They have opportunities to weigh ingredients during cooking activities and explore volume when filling containers in the water tray. Children have access to a computer, which is currently

awaiting repair, alternative opportunities for them to find out about information technology, such as programmable toys are limited. Children learn about the world they live in as they celebrate different festivals such as Chinese New Year and have access to a range of resources that reflect diversity. They observe change and growth as they plant and tend tomato plants in the garden. They examine mini beasts and insects using binoculars and are excited when staff show them a hibernating hedgehog which has been found buried under leaves in the garden.

Children have opportunities to explore different textures, colours and malleable objects through a range of craft materials and activities, such as play dough, collage and painting in the well resourced art room. They handle and roll out play dough, and feel different textures of papers and corrugated cardboard during collage activities. They have opportunities to use their imagination in the home area, when playing with the toy castle and when handling sea creatures and pretending they are in the sea at the water play tray.

Helping children make a positive contribution

The provision is good.

Children's individual needs are met well due to good systems in place to obtain information from parents and carers about their child's needs. For example, parents provide information through discussion with staff and by completing an 'all about me' leaflet before children at pre school start at the group. Recently introduced home visits also help reinforce the links between home and pre school. Children attending after school sessions complete their own questionnaire stating what they enjoy doing when they start at the group. Staff also gain information through observations and getting to know the children well. Systems are in place to support children with learning difficulties and/or disabilities and children who speak English as an additional language.

Relationships between parents, carers and staff are good. Information is shared on a daily basis through verbal communication, regular newsletters, information displayed on the notice board and the setting's newly launched web site. Parents are pleased with the service provided and feel their children enjoy attending the wrap around and after school sessions.

Partnership with parents and carers of children receiving nursery education is good. Parents are happy with the nursery education and feel their children enjoy their time at the pre school and are learning. They talk about them knowing numbers and nursery rhymes and some parents have chosen the pre school for their second child. Information about what children do is shared with parents verbally on a daily basis. However the systems to share information about the curriculum and what children are learning with parents are not yet fully developed.

Children have access to a range of resources that reflect diversity. They see differences reflected positively in posters, photographs, play figures and dolls. Different cultural festivals are included in the pre school curriculum planning. Space is organised to provide opportunities for children to be quiet and relax using comfortable settees that provide a homely environment. Children behave well, pre school children are learning to consider each other's feelings and to take turns during games, when sharing equipment and while waiting for a turn on the trampoline. Staff are calm and consistent with children, who respond to clear explanations and praise for helping and doing well. This positive approach fosters children's spiritual, moral, social and cultural development.

Older children attending after school sessions take part in setting the ground rules for behaviour and can participate in a children's committee, which helps them understand what is expected of them and the reason for rules. Children are praised and thanked, they receive a hand stamp for good behaviour on the way back from school which encourages their self esteem.

Organisation

The organisation is good.

The setting is well resourced and equipped to meet children's needs with a good range of play materials, equipment and well planned activities. The extensive outdoor area provides good opportunities for adventurous play for the different age groups the setting caters for.

Staff are suitably trained, vetted and experienced. They understand their roles and responsibilities in each of the different sessions provided throughout the day. Some staff work across the day so are known to children and parents/carers in different provisions and provide continuity of care. Staff are well deployed, clear about their responsibilities and enjoy their work. They are well supported by clear management structures, regular staff meetings, individual supervision and appraisals, and access to ongoing training to update and increase their childcare knowledge. This helps staff feel valued, appreciated and take pride in their work.

The required written documentation and records are in place, maintained, clear and well organised, enabling staff to locate information when needed. Good arrangements are in place to encourage children's awareness of their own health and safety. Practises within the setting minimise most risks to children, with the exception of occasional lack of consistent supervision of the large climbing frame.

The Leadership and Management is good. Systems are in place to monitor and evaluate the quality of care and education through discussions at staff meetings, evaluation and reflective practice. Staff are well supported with access to training and they receive regular supervision from the coordinator. The pre school provision is well resourced with a range of equipment and play experiences that encourage children's learning. However, the range of opportunities for children to find out about information and technology are limited and the systems for sharing information with parents about the nursery curriculum and planning are not yet fully developed. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

During the last care inspection several recommendations were made regarding improving safety relating to; uneven flooring, children being able to access storage cupboards, the child protection procedure complying with the Local Authority's procedure, and ensuring wall mounted equipment and pegs are not a hazard. Recommendations were also set relating to the complaints procedure and developing opportunities for children to develop skills in a realistic manner.

The following improvements relating to children's safety have been made; new flooring has been fitted, storage cupboards have been made inaccessible to children, the child protection procedure complies with the local authority procedure, a wall mounted structure has been removed and children's coats pegs have been made safe. Ofsted's details are now included in the complaints procedure and the pre school has increased the self selection opportunities for children to make decisions about their play, particularly, in the art and home areas.

During the last Nursery Education inspection the following key issues for improvement were noted; review the time period that planning records are retained so that future planning can be informed, and staff can be confident that all areas of the curriculum are being covered; increase children's awareness of linking sounds to letters, and ensure older and more able children get opportunities to write simple words and the sounds of spoken words; improve the programme for mathematical development and creative development to ensure children develop ideas and methods of how to solve practical number problems, and have opportunities to explore sound and sound patterns.

Planning records are now retained, used to inform future planning and help staff ensure all areas of the curriculum are being covered. Opportunities relating to information and technology are limited and a recommendation has been set regarding developing this as a result of this inspection. A pre writing table with paper and writing materials, is accessible throughout the preschool session and children have opportunities through painting and creative activities to practice mark making. Children have opportunities to link sound to letters, for example, a letter of the week is included in planning, with the exception of the first half term of the year when new children are settling in. Staff also explain words such as hibernation to the children and sound the letter 'h'. Children use numbers in their play and staff count with the children during activities ,such as, using the parachute, and counting children at snack time. Children see numbers displayed in the environment and on sit and ride cars in the garden. They have opportunities to weigh during cooking activities and are beginning to solve simple mathematical problems as they fit construction materials and puzzles together. Children have access to a well equipped art room where some materials, such as an easel and paints, a creative activity and play dough are set out encouraging children to make choices about what they do. Musical instruments are accessible to children through out the pre school session.

Complaints since the last inspection

Since the 1st April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

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The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure large equipment, such as, the outdoor climbing frame is supervised consistently

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop existing systems to inform parents about the curriculum and what their children are learning.
- develop existing planning to ensure it is informative and generally relates to the activities provided
- increase opportunities for children to find out about information and technology and find out how things work

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk