



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 149951

DfES Number: 533180

INSPECTION DETAILS

Inspection Date 07/02/2005
Inspector Name Christine Stimson

SETTING DETAILS

Day Care Type Out of School Day Care, Sessional Day Care
Setting Name Scamps
Setting Address Teddington Youth Centre
Strathmore Road
Teddington
Middlesex
TW11 8UH

REGISTERED PROVIDER DETAILS

Name The Committee of SCAMPS (Stanley Combined am/pm Project Ltd)

ORGANISATION DETAILS

Name SCAMPS (Stanley Combined am/pm Project Ltd)
Address Teddington Youth Centre
Strathmore Road
Teddington
Middlesex
TW11 8UH

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Scamps is a multi-purpose provision, based in a large building, which was previously used as a youth club. It is situated in Teddington within easy reach of local buses, schools, parks and a main line station. The provision includes a breakfast club, a pre-school, wrap-around care, an after school club and a holiday play scheme. All children (with the exception of those in the pre-school and holiday club) attend Stanley Infants School. The overall management of the provision is the responsibility of a committee.

Scamps pre-school has been running in this provision since 2002 and children have access to three large rooms, a small IT room and a large hall. There is a large playground for outdoor play.

There are currently 34 children from 2 to 5 years on roll. This includes 11 funded 3 year olds and 1 funded 4 year old. Children attend for a variety of sessions. The setting currently supports 2 children with special needs and 1 who speaks English as an additional language.

The group opens 5 days a week, term time only from 09:15hrs to 12:15hrs.

Six full time staff work with the children, five have early years qualifications. The setting receives support from the local EYDCP and the local inclusion office.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Scamps pre-school provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff manage children very well and develop good relationships with them. Staff plan a variety of practical activities and understand what children learn from them, but planning records from the past have not been retained, making it difficult to ensure children have frequent opportunities to practice some areas of the curriculum. Staff organise the indoor and outdoor space and resources imaginatively to create an interesting learning environment in which children increase their independence.

Staff give children a good level of support and skilfully develop children's language by maintaining a dialogue with them. Group activities are presented in an enthusiastic and lively manner, but some aspects of communication language and literacy, mathematical development and creative development have not been covered sufficiently.

Staff assess children's learning against the stepping stones and early learning goals, and use this information to plan what children should do next. They keep careful records which provide a clear picture of children's progress to share with parents.

The leadership and management of the pre-school are generally good. The co-ordinator has been particularly effective in developing a committed staff team who have a collaborative approach to all aspects of their work. She acts on advice and encourages staff to embrace training opportunities aimed at improving their teaching methods. Lack of systematic review in relation to planning means that some areas of the curriculum have been overlooked.

The partnership with parents is very good. Parents are kept well informed about their child's progress and of forthcoming events. They spend time talking to staff about their children and understand how they can support their children's learning at home.

What is being done well?

- Staff set a good example to children. They are kind, calm, polite and considerate to children and each other. They give children clear consistent boundaries and help them to understand the impact of unacceptable behaviour.
- Children's independence is promoted very effectively with children encouraged to pour their own drinks, put on outdoor clothing and shoes and help staff to tidy up before snack time. Children are beginning to learn the importance of working harmoniously together.

- Children benefit from effective teaching to help them design and make things. They become adept at using construction sets, recycled materials, scissors, glue and tape.
- Children's physical skills are promoted very effectively through a stimulating range of indoor and outdoor activities.
- Parents are kept well informed of their child's progress and are encouraged to help at the group, sharing their skills and experiences.

What needs to be improved?

- the retention of planning records
- the attention given to increasing children's awareness of linking sounds to letters and attempting to write simple words and the sounds of spoken words
- the mathematical programme in relation to solving practical number problems
- opportunities for children to explore sound and sound patterns.

What has improved since the last inspection?

N/A

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are eager to come into the setting in the mornings, they confidently separate from their parents, hang up their coats and choose their own names labels. Children speak up in a familiar group eager to tell their news to staff and peers. They are learning about other cultures and celebrate many festivals. Children are well behaved and polite and are encouraged to be independent by pouring their own drinks, choosing resources and putting on outdoor clothing and shoes.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children listen closely to stories, often anticipating what will come next. They discuss home experiences during circle time and staff help children to extend their language. Children are beginning to link sounds to letters and they enjoy looking at books in the reading area, where they show awareness that print carries meaning. There are too few opportunities for children to write simple words or to begin to write the sounds of spoken words.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children can count and recognise numerals up to 10, and are beginning to learn about addition and subtraction through a variety of practical activities and songs. They use mathematical language such as more and less and bigger and smaller, and many children can name basic shapes. Children are confident at recreating patterns, but have too few opportunities to develop mathematical ideas and methods to solve practical problems in relation to number.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children look closely at objects to observe change, and investigate living things using the outdoor area to grow plants and vegetables. They build and construct using a variety of objects, and try different methods to join materials together. Children use everyday technology and programmable toys as part of their play activities, and relate to past and present events in their lives during circle time, eager to tell staff weekend news. Children benefit from a variety of visitors to the setting.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move with control and co-ordination on outdoor equipment and are becoming confident climbers and tricycle riders, showing awareness of space for themselves and others. They use a range of large equipment during their play including a variety of slides, climbing frames and a trampoline. Children play with small world toys such as cars, animal figures and dolls, and have opportunities to handle a variety of tools such as scissors, glue sticks, rolling pins and pencils.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children explore colour and texture using a variety of materials to create two and three dimensional objects and art work. They sing a repertoire of simple songs from memory and know many gestured songs, which they attempt with enthusiasm. Children have opportunities to explore their imaginations using role play materials and dressing up clothes. There are too few opportunities for children to explore sound and sound patterns.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- 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.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.