

Scamps

Inspection report for early years provision

Unique reference number

149951

Inspection date

19/09/2011

Inspector

Carol Willett

Setting address

65A Strathmore Road, Teddington, Middlesex, TW11 8UH

Telephone number

020 8943 9313

Email

Type of setting

Childcare on non-domestic premises

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 1231, or email 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.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

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. Scamps is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

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

The preschool group has been operating on the premises since 2002 and cares for a maximum of 30 children aged from two to the end of the early years age range. 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 35 children from two to under five years on roll. Children aged three and four years are in receipt of early education funding.

The after school, breakfast, wrap-around care and holiday playscheme, operate at separate times and care for a maximum of 68 children under eight years. Overall there are 480 children using the provision. There are currently 35 children aged three to five years on roll in the wrap-around care session and 59 children aged three to under eight years in the after school provision.

The preschool group operates from 9am to noon Monday to Friday. Wrap-around care sessions operate from noon to 3pm. The breakfast and after school sessions operate from 7.30am to 9am and 3.15pm to 6pm. All operate during school term times only. The holiday playscheme operates from 8am to 6pm during all school holidays with the exception of Christmas.

A team of 19 staff work with the children including the cook. The staff team includes two staff with early years degrees and one is working towards a degree. One member of staff has early years professional status and a second member of staff is working toward this qualification. The staff team includes nine staff with a childcare qualification at level 3 and one member of staff has qualification at Level 2. The setting receives support from the Local Authority and is part of the quality assurance scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children play safely overall and happily and make good progress in their learning as they are effectively supported by dedicated, attentive and caring staff. All children are welcomed and positively included by the staff teams who actively promote inclusive practice. Children significantly benefit from effective partnerships

with parents and local schools and most documentation is effectively maintained. Staff are proactive in continuing with their professional development and they work closely across the sections to provide consistent care for the children. The management team and staff regularly review and assess their practice which ensures the setting's capacity for continuous improvement is very good.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- maintain a record of risk assessment clearly stating when it was carried out and by whom, the date of review and any action taken following a review or incident. (Documentation) 21/10/2011

To further improve the early years provision the registered person should:

- review fire evacuation procedures and records to ascertain that regular fire evacuation drills are completed across all the provisions in the setting.

The effectiveness of leadership and management of the early years provision

Overall, children's welfare is effectively safeguarded. Staff regularly attend safeguarding training and there are effective induction procedures. Staff are confident of their responsibilities and procedures to follow if there are any child protection concerns. The detailed written safeguarding and complaints policies support the setting's practices and are shared with parents. Risk assessments and daily safety checks are thorough and ensure the premises are safe and effective steps taken to minimise hazards. Children stay safe as they are closely supervised at all times and staff follow good safety procedures. However, risk assessments do not include details of who completed them. This is a breach of a specific legal requirement, however, the impact on children is limited as good procedures are in place and followed. For example, routes are identified, children hold hands, roads are crossed safely and there are regular headcounts on the way back to the setting. Children practise fire evacuation procedures so they are aware of what to do in an emergency and these are recorded. However insufficient detail is included in records to show which part of the setting participated to ensure all children practise regularly.

Preschool and out-of-school care sessions run smoothly. Children are actively occupied within a purposeful stimulating environment as staff are attentive and work effectively as a team. Children develop high levels of independence as they

freely choose what they want to play with from the wide range of activities. Resources are equally accessible to all of children both inside and out in the large exciting outdoor play area. The building, though old, is sufficiently well maintained. Staff organise the premises very well to enable children to participate in activities that cover all areas of learning. All children are equally valued. Staff provide an inclusive, welcoming, child-friendly environment with displays of children's work and photographic displays.

Partnerships are effective which enables children's individual needs to be effectively met. The staff establish very good partnerships with parents who are very positive in their appreciation of the friendly caring staff. Parents form part of the management committee. Parents have access to a useful range of information through the prospectus and website. Notice and display boards, emails and regular newsletters keep parents well informed about planning and forthcoming events. This enables them to be actively involved in children's learning. Ongoing written and verbal feedback keeps them well informed about their child's development and ensures consistency in their care. Staff form effective partnerships working closely with outside agencies and early years teams as required. They work closely with local schools which aids children's transitions in their education and care.

All staff are enthusiastic and dedicated to continually improving all parts of the setting. They are proactive in developing their knowledge taking higher level courses, such as early years degrees and obtaining early year professional status. Staff have a good awareness of their strengths and areas for improvement as there are effective self-evaluation systems in place. Actions for improvement are detailed in a plan with identified areas for continual development. Documentation is in place and overall is well organised to support all areas of practice and to ensure children's welfare and learning is well promoted.

The quality and standards of the early years provision and outcomes for children

Children are happy, confident and well motivated as they are actively engaged in learning as staff organise the environment very well. Staff have a good knowledge of the children's interests and development through home visits and an effective key person system. Staff work very well together and plan a variety of activities and experiences for children. Development records include written observations and photographs and are used effectively to track children's progress and plan their next steps in learning. Staff are very skilled and use good teaching and questioning techniques to extend children's thinking and learning.

Children feel safe in the secure trusting relationships with friendly caring staff. Children are treated with equal concern and staff show respect as they listen carefully to what children say. Children are confident, lively and busily occupied throughout the day. Staff have a consistent behaviour management strategy and provide a positive learning environment that actively encourages children's good

behaviour. Children develop a good understanding of safe behaviour. They know how to use the trampoline safely and must not do 'roly polys' on it. They cross roads safely as they are collected from school. Children develop responsibility serving themselves food and help tidy up. They are very cooperative in following daily routines and amicably share and play together. They find timers to take turns when there are not enough spades to dig for buried treasure.

Children develop a good understanding of healthy lifestyles and their nutritional needs are met well. They know they need to wash their hands with gentle reminders when they are new. Staff work effectively with parents to promote a healthy lifestyle. Parents contribute to healthy snacks by sending in a piece of fruit to share. The cafe style snack system enables children to choose when to eat as they recognise their body needs. Children enjoy a choice of a hot meals as they come back from school with plenty to satisfy their appetites. They learn about healthy food as they grow carrots and tomatoes in the garden and eat the produce. Children are well protected from illness and infection through the good range of policies and procedures and effective daily routines. Staff all hold first aid certificates. They maintain a healthy environment using antibacterial spray and cleaning throughout the day to minimise the risk of cross infection so children stay healthy.

Children generally play well together as they develop role play scenarios at the baby clinic, for example. They develop good self-esteem through the effective praise and encouragement they receive from staff. Children show they care about each other passing over resources when other children ask to use them. Staff praise them thereby reinforcing their caring attitudes. Children's efforts are valued and artwork is displayed within the setting. Children become aware of print through labelling in the playrooms and in the outdoor area with signs naming insects and plants.

Children enjoy musical instruments and love to sing songs. They listen carefully to staff and adjust the level of their voices to sing quietly or fast. They enjoy wearing masks to make the noises of the animals in their singing. Children are confident with numbers and size. Staff reinforce children's awareness through fun activities. Children count and pour into different size containers in the sand and talk about the size and colour of the balancing resources. Children's understanding of the wider world is promoted well. They learn about diversity through activities based around a range of festivals and enjoy making programmable toys change direction. They can access computers when they are not too busy learning through play in the interesting outdoor play area. Children have very good opportunities to develop their physical skills and maintain healthy bodies outside in the fresh air. They enjoy jumping on the trampoline, playing with balls and show good coordination as they competently manoeuvre wheeled toys around and kick footballs. They use the large hall for music and movement sessions when they are unable to get outside. Staff ensure children have ample opportunities to develop their knowledge and skills in all areas through access to a balance of free play and adult-led activities which prepare them very well for future learning.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
------------------------------------------------------------------	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met