

# Scamps

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

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 13/05/2013 |
| Previous inspection date | 19/09/2011 |

|  |                         |   |
|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 2 |
|  | Previous inspection:    | 2 |
| How well the early years provision meets the needs of the range of children who attend |                         | 2 |
| The contribution of the early years provision to the well-being of children            |                         | 2 |
| The effectiveness of the leadership and management of the early years provision        |                         | 2 |

## The quality and standards of the early years provision

### This provision is good

- Children are active and enthusiastic learners because they have uninterrupted time to play, both indoors and outdoors.
- Staff plan a good range of activities and themes related to children's interests, which arouse their curiosity and exploration. As a result, children show high levels of energy during their play.
- Staff know children well, embrace their individual achievements and work closely with parents and other agencies to share their observations and meet children's individual needs.
- Children with special educational needs and/or disabilities make good progress, due to the excellent one-to-one support they receive from staff throughout each area of the provision.

### It is not yet outstanding because

- Staff do not always encourage all children to talk about what they are doing and their ideas and successes, to extend their ability to focus on activities.
- Parents' involvement in their children's learning is not strengthened through staff sharing ideas about how they can promote their children's learning at home.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the main play area, hall, and outside play area for the nursery, wrap around care and after school provision.
- The inspector completed a joint observation with the manager of the provision in the outside play area.
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of parents' views spoken to on the day of the inspection.

## Inspector

Catherine Greenwood

## **Full Report**

### **Information about the setting**

Scamps registered in 1993. It is a multi-purpose provision, based in a single storey building 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 pre-school 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 two local schools. The provision supports children with special educational needs and/or disabilities and children who are learning English as an additional language.

The pre-school group has been operating on the premises since 2002. Children have access to a large room with adjoining art room, two smaller rooms and a hall. There is an area available for outdoor play. There are currently 40 children from two to the end of the early years on roll. The provision is in receipt of funding for the provision of free early education to children aged three and four.

The after school and breakfast club, wrap-around care and holiday playscheme, operate at separate times. Overall there are 480 children using the provision. There are currently 35 children aged three to the end of the early years on roll in the wrap-around care session and 54 children aged three to under eight years in the after school provision.

The pre-school group operates from 9am to 12.15pm Monday to Friday. Wrap-around care sessions operate from 12 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 two weeks at Christmas.

A team of 22 staff work with the children. Of these, 11 hold appropriate qualifications and three are working towards a qualification. The provision receives support from the local authority.

### **What the setting needs to do to improve further**

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

- strengthen all children's ability to focus on activities by encouraging them to talk about what they are doing and their own ideas and successes
  
- strengthen parents' engagement in their children's learning at home.

**Inspection judgements****How well the early years provision meets the needs of the range of children who attend**

Children who attend the wrap around care and after school club are happy to be at the provision. They say 'it is really fun and I like playing in the garden'. Children are provided with a good range of activities and experiences that complement their learning in school. For example, they enjoy practising their karate moves on cushions, writing, painting, drawing and taking part in football tournaments. Staff in all areas of the provision evaluate the success of activities to inform future planning, particularly in relation to children's enjoyment and achievement. Children with special educational needs and/or disabilities make good progress due to the excellent support they receive from staff throughout each area of the provision. Staff working with children on a one-to-one basis, have a good knowledge of their individual abilities and a great insight into how to adapt activities and get them involved. They actively use this knowledge to reduce gaps in their learning and help them be well prepared for starting school. Staff are also aware of areas of learning where some children are gifted and talented and provide opportunities during play that stretch their abilities, for example, with reading and writing. Staff plan activities and themes related to children's interests, which arouse their curiosity and exploration. As a result, children show high levels of energy during their play; for example, as they make train tracks, take part in gardening activities, nature walks and Easter egg hunts. Children are active and motivated learners. However, some children who are very independent in their play do not focus during all activities because staff do not always encourage them to talk about their own processes and successes.

Staff know children well, embrace their individual achievements and work closely with parents and other agencies to share their observations and meet children's individual needs. Parents receive newsletters and are provided with other information about topics, activities and observations of their children's progress. The provision takes pride in establishing an 'open door' policy, where parents feel comfortable to come into the provision and talk with staff. They have opportunities to attend parents' evenings each term and share information about children's development. However, the good day-to-day information staff share with parents about children's achievements is not enhanced through ideas to support their learning at home. This reduces their involvement. Children show enthusiasm as they listen and talk during large and small group discussions and develop an awareness of when it is their turn to share their news. Children develop good balancing skills as they jump on and off resources in the garden. They show independence

as they wash their hands before eating. Staff take props into the garden that capture children's enthusiasm to act out stories. They join in these activities in an animated way and ask questions that capture children's enthusiasm. Consequently, children remember and use language and expressions that match elements of the stories. For example, as they say that 'the bed is too soft or hard' and describe the different size of the plates. Children learn about number and size as they make train tickets, take part in shape hunts and count during song time. They use mathematical language as they take part in cooking activities and count the number of bugs they find in the garden. Staff provide opportunities for children to learn about the wider world; for example, by talking about what they would like to do when they grow up and through using the computer to look at different occupations. Children plant vegetables in the garden and pick and taste them when they have grown. Staff talk with children about the importance of rubbing and preparing the soil for the seeds and the need for sunshine and water to help them grow. They encourage children to look at garden reference books and make labels as seed markers. Children handle a good range of media and materials which are made easily accessible in a designated art room. Staff join children at activities and ask questions that encourage them to share their ideas. Children use their imagination as they create constructions with life-sized bricks and use shiny stones in the sand. They laugh with enjoyment and play in a lively way, as they sit inside cardboard boxes and pretend to use telephones made from construction resources.

### **The contribution of the early years provision to the well-being of children**

Children are well behaved and cooperative. They are happy to help staff tidy up at the end of each session and learn to take turns during activities, such as gardening. Children are independent and motivated in their play and their good health is fully promoted through lots of opportunity to play outside. Staff plan activities that promote children's understanding of the importance of exercise. For example, they organise obstacle courses, mini sports days and 'warm ups' to music, where children take their pulse. Children learn about healthy eating through a good range of planned activities. They talk about their favourite food, make fruit salad and take part in healthy/unhealthy food trails. Children attending the after school provision are provided with balanced and nutritious hot meals. Children attending the nursery eat well as they help themselves to fresh fruit and drinks of milk and water.

Staff set up the playrooms with a wide range of accessible resources that promote children's enthusiasm during their play. They work well as a team to provide children with support in the art room, playroom, hall and outside play areas. Consequently, children show independence as they move freely between all the rooms. Most children persist at activities because they have uninterrupted time to play and explore the resources. Children learn about their own safety, as staff remind them not to run indoors and, under close supervision, learn how to use real woodwork tools safely. As they become more confident, they tell each other how to hold the tools and need less supervision. Children who are escorted to and from school learn about road safety. Children learning English as an additional language have good opportunities to use their own languages in their play.

Staff talk to parents about the importance of this through looking at books and discussion. They use pictures to help children express their needs and know the routine. Children have access to resources that develop their awareness of diversity. For example, they access dressing-up clothes, books and different real fruit in the home corner. They make lamps and patterns for Diwali and play in a pretend Chinese restaurant in celebration of Chinese New Year. Staff work closely with parents to help provide children with a smooth move to school.

### **The effectiveness of the leadership and management of the early years provision**

All safeguarding requirements are met. Staff complete child protection training that gives them a good knowledge and understanding of how to safeguard and promote children's welfare. The manager regularly reviews staff understanding of child protection policies and procedures to ensure they are implemented in everyday practice. There are effective systems in place to ensure all staff are suitable to work with children. This includes on-going reviews of their suitability during supervision and annual appraisals. Staff make good use of risk assessments to maintain children's safety and work well as a team to ensure they are well supervised. The effective and well-established programme of professional development helps staff to improve their knowledge, understanding and practice. This includes discussions at staff meetings, where staff share ideas obtained during training that make activities exciting for the children. Future training plans include looking at the 'Forest School' approach to learning, which will enhance children's outdoor experiences. The joint observation completed during the inspection, shows the nursery senior coordinator can accurately identify aspects of staff practice that could be strengthened. Senior staff work together to monitor staff practice and activities, to ensure children reach expected levels of development. Some staff work within all three areas of the provision which means they are able to use their knowledge of children's progress to provide them with sufficient challenge and meet their individual needs.

Actions and recommendations made at the last inspection have been met. Self-evaluation is good. Staff work hard to build relationships with parents, seek their views about the provision and make changes that improve outcomes for children. Since the last inspection, staff have obtained lots of new resources, often in consultation with children. For example, screens, building blocks, bamboo water shoots, wicker wigwams and a new computer. The two senior co-coordinators work closely with the chair of the board to drive improvement. They focus on in-house training that continues to improve staff practice. Partnership with other early years provision is good. Staff from local schools are invited into the provision to meet and talk with staff and parents to support children's transition into school. This provides continuity of care for children, including those who have special educational needs and/or disabilities. Parents' comments during the inspection show they are happy with the provision. For example, they say 'Scamps is absolutely fantastic. My children are really happy and the staff are brilliant'.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

| Grade   | Judgement    | Description   |
|---------|--------------|---|
| Grade 1 | Outstanding  | Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.  |
| Grade 2 | Good         | Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.  |
| Grade 3 | Satisfactory | Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.  |
| Grade 4 | Inadequate   | Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection. |
| Met     |              | The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.   |
| Not met |              | The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.   |

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | 149951                                      |
| <b>Local authority</b>             | Richmond upon Thames                        |
| <b>Inspection number</b>           | 913999                                      |
| <b>Type of provision</b>           | Sessional provision                         |
| <b>Registration category</b>       | Childcare - Non-Domestic                    |
| <b>Age range of children</b>       | 0 - 8                                       |
| <b>Total number of places</b>      | 68  |
| <b>Number of children on roll</b>  | 40  |
| <b>Name of provider</b>            | SCAMPS (Stanley Combined am/pm Project Ltd) |
| <b>Date of previous inspection</b> | 19/09/2011                                  |
| <b>Telephone number</b>            | 020 8943 9313                               |

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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