

Scamps

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

Inspection date	13/06/2014
Previous inspection date	13/05/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The management team and staff members strive to continually improve the setting through effective evaluation of what the setting offers; this benefits the experiences children across the provision.
- The key person system works remarkably well. This means children feel safe, settled and secure with the warmth and empathy staff offer through this very supportive arrangement.
- Communication between staff and children is exemplary. Children receive every opportunity to express themselves; there is a real sense of their voices being heard and valued.
- An extensive range of interesting, stimulating activities is available across the provision. The unlimited access between the indoor and outdoor environments enables children to choose where they wish to play and encourages their decision-making skills.
- There are excellent assessment systems in place. Staff plan for children's emerging interests and next steps with extreme confidence to aid very good progress.
- Children's individual needs are met to a high standard. Their care and learning is enhanced by dedicated and skilful staff, excellent partnerships with parents and good links with other settings children also attend.

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 took part in a joint observation with the manager.
- The inspector held discussions with the pre-school manager, after school manager and the chair throughout the inspection.
- The inspector held discussion with key persons and staff.
- The inspector took into account the views of parents on the day.
- The inspector looked at various documents, including policies and procedures, risk assessments, staff training, records of children and evidence of the suitability of staff.

Inspector
Jane Franks

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, 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 46 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 382 children using the provision. There are currently 21 children aged three to the end of the early years on roll in the wrap-around care session, and 36 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 12pm 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 21 staff work with the children. Of these, 17 hold appropriate qualifications. 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:

- consider how the garden can be enhanced further to support children in exploring and investigating the natural world.

Inspection judgements

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

Staff have an exceptional knowledge and understanding of how to implement the Early Years Foundation Stage. They create a vibrant and highly stimulating environment for children to play and learn. They motivate and inspire children's curiosity and learning through exceptional support, interaction, and challenging activities and experiences. As a result, all children flourish and make outstanding progress in all areas of their

development from their individual starting points. Staff complete observations in the first few weeks that children attend and collate all the information to build a detailed picture about the child. They work very closely with their key children's parents to gain comprehensive information about their interests, likes, achievements and specific needs, and they successfully use this to shape the direction of each child's learning. Ongoing summative assessments are rigorous and reflected in the level of detail in each child's individual profile.

The rich and stimulating outdoor provision is a strong feature of the setting. Staff plan outdoor provision to offer a wide range of different activities. For example, children play ball games, enjoy sand and water play, look at books, make marks with a variety of resources and grow plants. Staff engage children in conversation while they play, to encourage critical thinking and to develop language. For example, when children find a fly and are unsure about what it is, staff encourage children to look it up in their book of insects and mini beasts, supporting children's investigation and literacy skills. This leads on to a discussion on why insects need camouflage. Staff encourage children to look for objects within the environment that insects could use as camouflage. Children excitedly gather up leaves and twigs in response, and staff encourage them to think about shape and size as they do so.

Children investigate different resources and explore the concepts of weight as they fill and lift a variety of containers in the sand, and make predictions to see if they are heavy or light. Staff maximise opportunities to introduce numbers and counting, such as spontaneously counting children at circle time, and before going outside. Staff are creative in their use of resources, providing wonderful, new experiences and opportunities to extend current activities. For example, children ask if they can do marble painting. Staff actively engage in this activity alongside children, covering many areas of learning. They explore texture as they squish the paint between their fingers and learn how separate colours blend together as the paints mix. They investigate patterns as they carefully control their tray to move the marble side to side.

Staff consistently observe and listen to the needs of all children. Ongoing summative assessments are rigorous and reflected in the level of detail in each child's individual profile. Where children's starting points are below those of their peers, assessments show that they are making good progress. Highly positive relationships with external professionals enable staff to support any child needing additional help with appropriate strategies and interventions. Through the expert use of resources and skilled teaching, children are exceptionally well prepared for school. Parents talk enthusiastically about the key person system and praise the support they receive from the 'amazing' staff. A wealth of information, shared with parents on a regular basis, makes certain that parents play an integral part in continuing their child's learning at home. This consistent communication between parents and staff provides continuity of care and education for children, and is of paramount importance in creating the highly positive ethos of the provision.

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

Children are extremely well settled and enjoy trusting relationships with staff. The key person system contributes exceptionally well to children's feelings of well-being and security as there is always a dedicated person to attend to their needs. Consequently, children develop a very positive sense of themselves and respect for others because of the fantastic support and excellent activities which staff provide. Staff work very closely with parents to tailor settling-in arrangements that are specific to children's needs. The pre-school also offers to make home visits. Each child's key person shares information with parents every day they attend, ensuring that changing needs are met. There are also formal meetings between parents and staff, where children's development and progress are discussed and decisions made about additional support or moves to other settings or school, for example.

Children have fun outside, using a wide range of equipment to encourage their physical skills and fitness. Children explore the woodland area, developing their balance and co-ordination skills by using cut tree trunks as stepping stones. Staff encourage children to think about personal safety as they climb over large play equipment. They promote children's understanding of healthy lifestyles very effectively through routines and everyday practice. Children have ready access to tissues and know when, and why, they need to wash their hands. Drinking water is always available, to prevent children feeling thirsty, and they successfully pour water to drink, developing independence. Children often help to prepare snack, and learn to use a knife to slice fruit, closely supervised by a member of staff. This encourages an understanding of personal safety. Staff are fully aware of children's dietary requirements and this works incredibly well, as all children are able to choose where they will eat their snack. Breakfast club children enjoy a healthy breakfast, and after-school children enjoy nutritious meals, prepared and cooked by the on-site cook.

Children play very well together and behaviour is excellent, demonstrating an understanding of the clear boundaries and expectations within the setting. They learn what is expected of them in this nurturing environment, and on the rare occasions when children's enthusiasm overcomes their sense of fair play, staff quietly remind them about sharing or being kind to their friends. Displays of cultural difference, traditions and customs, celebrate diversity and help children to understand the world they live in. Staff support this fully and their knowledge of children's individual backgrounds helps to make certain that children make connections and feel valued. Visits into the locality help children to become more familiar with their surroundings and enable them to learn about communities to enhance their learning of similarities and differences.

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

Management meet all the requirements of the Early Years Foundation Stage exceptionally well. The provision provides a very welcoming environment where children and parents are valued and respected. Management are highly effective role models who motivate the staff team so that they also want to do their best for the children attending the provision. Management is extremely well supported by the management board. Ongoing self-

evaluation and critical reflection, which takes account of the views of parents, children and staff, form part of the process. This ensures that everyone has a clear understanding of the strengths of the provision and is involved in the identification of areas for development. Recommendations made at the last inspection have been successfully addressed. For example, staff encourage children to think critically and they actively encourage children to talk about what they are doing and show interest in their ideas. In addition, parents comment that staff consistently engage them in their child's learning. As a result, children are thriving in their development.

There is a strong culture of continuous professional development among the staff who welcome ongoing professional development opportunities. Staff work together very well and are very supportive of each other. Regular supervision meetings, annual appraisals and management observations of staff practices ensure that any potential concerns are quickly identified and dealt with so that the provision continues to provide a high quality service. All required documentation and record keeping for the safe organisation and management of the provision, including accident and incident reports and follow up risk assessments, are in place. Their highly effective strategies mean that appropriate and swift action is taken when any incident occurs, such when a child becomes unwell, or has an accident.

Recruitment and induction procedures are very strong, to check that the adults working with children are suitable to do so. Staff are clear about their roles and responsibilities to safeguard children and meet their needs. They understand fully the safeguarding and child protection policies and procedures of the setting. They know what to do if concerns arise about children's well-being, and have a good understanding of the whistle-blowing policy, if needed. Staff have completed first aid training. Robust risk assessments, and regular audits to monitor safety and security of the setting, contribute significantly to children's safety.

Staff engage with parents extremely well. All parents and carers spoken to throughout the inspection commented on how much they value the provision and how supportive staff are to themselves and the children. Staff, parents and other professionals work very well together to effectively support and promote children's development and learning. The comprehensive monitoring of children's progress means that staff quickly identify if a child requires additional support. Strong links with other agencies and other providers, such as on transfer to school, ensure that children's specific needs are assessed and that support is planned for.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

Unique reference number	149951
Local authority	Richmond upon Thames
Inspection number	959023
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	68
Number of children on roll	382
Name of provider	SCAMPS (Stanley Combined am/pm Project Ltd)
Date of previous inspection	13/05/2013
Telephone number	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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