



## Weardale AM/PM Scamps Ltd

Inspection report for early years provision

<b>Unique Reference Number</b>	EY331497
<b>Inspection date</b>	28 November 2006
<b>Inspector</b>	Andrea, Marie Paulson
<b>Setting Address</b>	Stanhope Barrington C of E School, Westcroft, Stanhope, BISHOP AUCKLAND, County Durham, DL13 2NU
<b>Telephone number</b>	01388 528218
<b>E-mail</b>	
<b>Registered person</b>	Weardale AM/PM Scamps Ltd
<b>Type of inspection</b>	Childcare
<b>Type of care</b>	Full day 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](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

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

### WHAT SORT OF SETTING IS IT?

Weardale AM/PM Scamps Ltd is a company limited by guarantee. It operates in a purpose-built unit within the school building of Stanhope Barrington C of E School near Bishop Auckland and was registered in June 2006 as a Children's Centre. The provision occupies two classrooms in the Early Years Unit and the Scamps room. Children can also access the school hall and the enclosed playground area.

There are presently five children on roll who attend for various sessions. The setting has day nursery provision for children under five years including pre-school sessions for three and four-year-olds. The Centre opens each weekday throughout the year from 07.00 to 18.00 hours. The provision welcomes children with learning difficulties and/or disabilities, and those for whom English is an additional language.

The manager and majority of the staff are qualified and experienced in childcare. The committee of the company includes the school headteacher, the school secretary, three school governors

and a governor from a neighbouring school. Some staff are paid by the school. The provision is supported by the school and the Early Years Coordinator.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Staff work closely with parents to discuss and record each child's health and dietary needs so that all children receive appropriate care. Children rest and are active according to their individual needs and routines.

They learn about good health and hygiene practices as part of the daily routine as they wipe their hands before meals. Practices such as nappy changing meet hygiene standards so helping the children to stay healthy. They develop an understanding about looking after themselves as they discuss wearing a scarf in cold weather to keep warm. Children aged three and four years have access to a quiet corner fitted out with a comfortable settee and chairs where they can rest when they need to. The younger children have cots and mats where they can rest according to their individual routine. Children have freedom of movement within the rooms where they can access the resources easily. The older children can access the outdoor play area for physical activities while the younger children have some access to the hall for soft play with the outdoor area currently being developed. Children are developing satisfactory movement skills.

Children are well nourished as they are provided with healthy snacks such as fruit, biscuits and water. The meals are balanced and nutritious with children enjoying the roast chicken dinner with vegetables. Children are encouraged to try different foods, such as banana and carrots, to extend their diet. Meal times are relaxed, enjoyable occasions where staff sit with the children and support them when necessary. Children learn about good manners and are encouraged to practise using the cutlery. Social skills are promoted well as staff and children discuss what food they like.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children feel safe and secure in an environment which has several safety features such as high handles on doors, non-slip floor and safety glass. Risk assessments are carried out and resources checked regularly to keep them well maintained so that children can confidently participate in the activities as they move freely around. The premises are bright with much natural lighting; the Early Years Unit is particularly spacious and colourful.

Children develop a sound knowledge of safety and awareness as they learn to sit properly, walk and not run indoors, learn to use equipment safely and help sweep the sand off the floor. They understand that blowing the hot potato will prevent them getting hurt. Children gain confidence and skills as they easily access plentiful, good quality equipment. They benefit from the close supervision of the staff who offer support when needed such as using the sand tray tools safely. Children's safety is further promoted with staff employing thorough procedures to ensure that

only authorised adults collect the children. The emergency evacuation is devised but not practised regularly, so children in the Scamps room are not familiar with the procedure.

Children's welfare is further safeguarded through the sound knowledge of child protection and local procedures.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children's learning is based on the 'Birth to three matters' framework in the Scamps room and the Foundation Stage curriculum in the Early Years Unit. Staff plan activities suitable for the age range and the children attending. Children's individual progress is observed and recorded to share with parents and to inform future planning.

Children's language skills are fostered through much conversation during the day and the introduction of new vocabulary as they talk about the lion puppet. Children learn to express themselves as they discuss what they like to eat, about the monkey while doing a jigsaw and through role play, pretending to be a fireman putting out the fires. They are learning to use books as they enjoy story time and take books to the table to look at them at a certain time during the session. The books are displayed in a busy part of the Scamps room which is not conducive to the children choosing books whenever they want and settling somewhere comfortable to look at them. Children in the Early Years Unit enjoy books in a comfortable, quiet area fitted with cosy chairs. Their independence is encouraged by choosing a jigsaw and bringing it back for staff and children to play with, so that their confidence grows as they are praised for helping. Children's writing skills develop as they use crayons to colour in pictures and markers to draw on boards.

Children enjoy exploring the sand as they search for hidden shells. Staff join in and encourage children's participation with 'your turn to hide the shell'. They concentrate well as they strive to complete the jigsaw and clap with a shout of joy when finishing it, so feeling a sense of achievement. The staff make sound use of spontaneous learning as children count the 'teddy bars' into the dish and try to recognise the colour 'orange' in the building blocks. There are some opportunities for children to develop their senses, but not enough which promote all the senses through the use of natural materials.

Children are well settled and relaxed in their interaction with staff who know the children well as individuals and provide a friendly, fun and enjoyable experience for all the children.

### **Helping children make a positive contribution**

The provision is satisfactory.

Children are all able to access the resources available. They develop awareness of the wider world through some resources available such as jigsaws and books. The use of practical play activities to increase their awareness is limited. Children with special needs are supported well through the manager's and staff's experience, close working with the parents, knowledge of procedures and liaison with appropriate professionals. The staff are committed to all children being able to take an active part in the provision.

Children are well behaved and respond well to staff. They become familiar with consistent routines so that they settle well, for instance, at meal times. They receive much praise and encouragement from staff to reinforce their confidence and acceptable behaviour. Children follow the good role models set by staff by being kind, considerate and learning good manners. They are learning responsible behaviour as they tidy up after an activity and share the markers. Children respond well to appropriate behaviour management techniques so that they are learning right from wrong. They are settled well, are happy and confident in a busy, friendly atmosphere.

Continuity of provision for the children is ensured with effective regular handovers with the parents. Children's progress is shared on a daily basis with informal conversation between staff and parents. Individual progress is shared with the use of 'moving on' books in which parents can contribute. Staff make observations and include these in the books to keep parents informed. There is some information about the activities displayed for parents, but not about the staff, care provision or children's work. The policies are comprehensive with just a minor exception, regarding the contact details for the relevant Ofsted office.

### **Organisation**

The organisation is satisfactory.

Children are able to take an active part in the provision. They are relaxed and confident in the environment with sound organisation of their care and learning by staff. Children's quality of care is further supported by the staff working closely as a team to ensure effective supervision at all times and the smooth running of the session. The staff to child ratio is high so that children receive substantial individual support.

Children's needs are known and recorded through efficient systems, which are regularly reviewed so that the children's continuity of individual care is ensured. Their development is enhanced with the progression from day care to pre-school and on to school. Children's well-being is supported by the regular exchange of their progress and routine during the day between staff and parents.

Overall, the provision meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

Since registration there have been no complaints made to Ofsted that requires the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep record of complaints made by parents, which they can see on request. The complaint record may contain complaints other than those made to Ofsted.

## THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

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

## 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 that the Fire Safety Officer's recommendations are met
- review the provision of books so that children have more opportunities to choose them and enjoy them in comfort
- consider providing more opportunities to promote sensory development using natural resources
- develop more opportunities for children to become aware of the wider world especially through practical activities
- further develop information for parents about the care provision and make a minor adjustment to the complaints policy to update contact details for the relevant Ofsted office.

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](http://www.ofsted.gov.uk)