

Scampton Playmates

Inspection report for early years provision

Unique reference number	253469
Inspection date	03/02/2009
Inspector	Melanie Arnold

Setting address	The Playhouse, Gibson Road, Scampton Lincoln, Lincolnshire, LN1 2TR
Telephone number	01522 731581
Email	
Type of setting	Childcare on non-domestic premises

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the setting

Scampton Playmates was registered in 1999. It is committee run and operates from ground floor premises situated on the RAF base at Scampton, Lincoln. Children are cared for in three separate rooms according to age; a baby room, a rising three's room and a pre-school room. There is an enclosed, secure outside area which the setting uses for outdoor play. The premises are accessible and parking facilities are available at the front of the property. The setting opens weekdays from 07:30 to 17:30 all-year-round, with the exception of two weeks at Christmas and Bank Holidays.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of 60 children under eight years at any one time. There are currently 64 children on roll within the Early Years Foundation Stage (EYFS). Of these children, 33 receive funding for early education. The setting employs 12 staff, 10 of whom hold appropriate early years qualifications. Two staff are currently working towards a Level 3 qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Highly effective partnerships with parents, carers and other professions, helps to ensure the integration of good quality care and learning. The caring staff team recognise and promote the uniqueness of each child, ensuring each child is fully supported and has their individual needs met. Children's welfare, learning and development are promoted through the setting's mainly good practices and procedures. Children benefit from a continually improving setting as their planning for improvement, including the process of self-evaluation is effective.

What steps need to be taken to improve provision further?

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

- develop further the hand washing practices within the rising three's room to ensure the good health of children is fully maintained at all times
- develop further the observation and assessment system to fully show children's achievements in relation to the early learning goals.

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

- ensure the child protection policy includes procedures to follow in the event of an allegation being made against a member of staff. (Safeguarding and promoting children's welfare)

03/03/2009

The leadership and management of the early years provision

Children are cared for in a well-organised environment, where the majority of staff hold appropriate early years qualifications. Clear recruitment, vetting, induction and appraisal systems, help to ensure the suitability of staff and promote continuity of care for children. All required documents, policies and procedures are in place and generally completed well to ensure children's welfare is protected. For example, clearly recorded risk assessments show how the setting minimises potential hazards, therefore protecting children's health and safety. Children are fully safeguarded through the staff's good understanding of child protection procedures. However, the child protection policy lacks clear information regarding procedures to follow if allegations are made against members of staff.

An inclusive, welcoming setting is provided, where children's individual care needs are fully met through the setting working extremely closely with parents and carers. Highly effective systems ensure very clear information is gathered on children's starting points and their likes and dislikes, ensuring their specific needs are met from the outset. Parents and carers are kept very well informed about the EYFS, their children's daily routine and the progress they make, through leaflets, discussions, parents' evenings and interesting, colourful displays around the setting. Links with other providers have been clearly established to promote the integration of children's care and learning. The committed staff team strive to make improvements to provide high quality care and education. The setting have made improvements by developing their practice regarding children's learning, to ensure the recommendations raised at the last inspection have been dealt with. The setting use a process of self-evaluation to continually monitor their provision in all areas, leading to the clear identification of targets for further improvement.

The quality and standards of the early years provision

Children are cared for in a safe, secure and well-maintained setting where their welfare is promoted through the knowledgeable staff team and the setting's mainly clear practices and procedures. For example, children are fully supervised as staff are deployed well and clear security procedures ensure children do not leave the setting unsupervised. Children remain healthy through staff implementing mainly clear health and hygiene routines, which help to minimise the risk of the spread of infection. Older children learn the importance of developing good hand washing practices as part of the daily routine. However, hand washing procedures in the rising three's room are not always as effective, to ensure children's health is not compromised. Children are encouraged to be fit and active as the older children have free access to the secure outside area and younger children are provided with regular opportunities to play outside. Children enjoy a nutritious range of meals and snacks, which fully meet their dietary requirements. Babies are well supported at meal times, ensuring they are well nourished. Children over the age of two all have lunch together, where they are provided with opportunities to serve their own vegetables onto their plate, promoting their independence. Children learn about health and safety issues through discussions and planned activities. For example, activities on road safety and safety within the home, have developed

children's understanding of safety issues. Their awareness of healthy eating is promoted as they plant and care for different fruit and vegetables, which are then cooked for them to eat. Children's good behaviour is promoted as staff act as positive role models. They learn to value and respect differences and diversity through discussions, stories, planned activities and through playing with a good range of resources depicting positive images of the wider world.

Children freely access a wide range of resources covering the six areas of learning, which enables them to make good progress in their learning and development. They also benefit from a balanced range of adult-led and child-initiated activities, provided through indoor and outdoor play. All children are provided with interesting hands-on learning experiences to provoke their interest and encourage them to participate. Children are fully supported and challenged because staff ask questions as they play. Planned activities take into account children's interests and developmental needs because staff know children well. Observation and assessment systems are in place, however, these have yet to more clearly show children's achievements, to fully ensure each child is making effective progress towards all early learning goals. Babies have fun as they explore their environment, studying their reflection in the mirror or discovering different textures and noises as they play. Children in the rising three's room have fun independently accessing the pens and using these to make marks on the whiteboard. Their enjoyment of books is promoted at story time, as they sit and listen intently to the story being read. Older children learn about the lifecycle of chickens, as they observe chicks hatching from eggs, care for them and watch them grow. Their problem solving skills are developing as they freely access and complete puzzles, working together to find where each piece goes. Their awareness of shapes and counting is promoted through regular planned activities where children are encouraged to count objects and identify different shapes.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report. (Arrangements for safeguarding children) 03/03/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report. (Arrangements for safeguarding children) 03/03/2009

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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