

Scamps of Benson Ltd

Inspection report for early years provision

Unique reference number EY261414
Inspection date 23/07/2009
Inspector Margaret Davie

Setting address 10 Churchfield Lane, Benson, WALLINGFORD, Oxfordshire,
OX10 6SH

Telephone number 01491 835047

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 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

Scamps of Benson opened in July 2002 and is privately owned. It operates from a house and a separate summer house within the same grounds, in the village of Benson, Oxfordshire. Two rooms on the ground floor and four rooms on the first floor of the main house are used for the care of children. The summer house comprises a single room and adjoining toilet. There is a fully enclosed area for outside play and an additional secure, all-weather play area for the younger children. It opens each weekday from 07.30 to 18.00 for 51 weeks of the year.

The nursery is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and offers full day care to pre-school children and before and after school and holiday care for older children. A maximum of 50 children may attend at any one time, and of these 21 may be under two. There are currently 311 children between the ages of three months and 14 years on roll who attend for a variety of sessions, and come from a wide catchment area. Of these, 10 children receive funding for early education. The nursery is also registered to provide overnight care for five children under the age of eight years, however is not currently providing this care. Children with learning difficulties and or disabilities are currently supported as are children who speak English as an additional language.

There are 16 full time members of staff, 10 of whom hold appropriate early years qualifications. Of these four are to National Vocational Qualification at level 4. Most staff are currently training for further qualifications. Additionally, four youth staff are employed. The nursery receives support from the local authority.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Staff know children well and successfully promote all aspects of their development. Children are safe and secure at all times and enjoy a range of stimulating experiences which meet their individual needs. They behave very well and relationships throughout the nursery are excellent. Staff are very caring and children of all ages enjoy each other's company. A good partnership with parents and other early years settings that children attend contributes to ensuring that all their needs are met. Consequently, children make good progress, given their age, ability and starting points. Regular self evaluation by the owner and her staff ensures priorities are identified and acted upon and this promotes high quality care.

What steps need to be taken to improve provision further?

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

- develop the assessment procedures to ensure observations are matched to the expectations of the early learning goals for all children in order to identify their next steps, and use this information to plan learning objectives for each

child

- develop a more robust system to ensure children's individual needs in regards to their food allergies are effectively supported
- ensure effective procedures are implemented to prevent the spread of cross-infection

The leadership and management of the early years provision

The owner is a very hands-on leader and provides a good role model to the staff. She and the managers lead the nursery well. The staff are well qualified and share a commitment to high quality care. They ensure that routines are carefully planned and staff know their roles and carry them out efficiently. On-going self-assessment, including visits from the local early years advisor and feedback from parents and children ensures they have a good understanding of the nursery's strengths as well as any areas for improvement. As a result, any identified weaknesses are addressed immediately to ensure the needs of all users are met. The owner has a very positive attitude to staff development, with all staff being actively encouraged to attend appropriate training in order to extend their professional development. Staff have a clear understanding of the important role they play in safeguarding children and know the procedure to follow should they ever have a concern about a child in their care. Most of them have an up to date first aid qualification and there is a good awareness of children's individual health needs. However, systems to ensure that children's individual dietary needs in regard to allergies are understood by all staff that care for them are not as robust as they could be to fully promote their welfare. There are good links with parents who have ready access to staff every day and are therefore able to share any concerns quickly. A register highlighting system is in place to alert parents if staff feel they need to speak to them. This means that any issues are addressed speedily. Parents are provided with regular written information about the nursery, for example by newsletters and they have access to policies and procedures both within the setting and on the web site. Parents are kept informed about their child's care through daily diaries, regular discussions and notice boards. For example, the large board in the baby room allows parents to check the routine care of their child at a glance. Children's profiles are shared with parents and there are regular opportunities to review and discuss progress with their key person.

The quality and standards of the early years provision

Children are happy, confident and well settled. The nursery provides a stimulating and well organised environment where they are able to self-select resources and make their own decisions regarding the toys and activities they wish to explore. For example, some of the babies enjoy cuddling up to the staff, listening to stories and investigating the cardboard books, thereby developing their language skills. Others prefer to practise their physical skills, crawling and pulling themselves up on the low equipment. Staff encourage them with lots of praise and hugs and as a result they develop trust in their carers and make good progress. Older children in the nursery enjoy free access to activities which support their development in the six areas of learning both indoors and outdoors. The all-weather secure deck

provides opportunities for them to be active, for example, using the wheeled toys and small climbing frame as well as crawling behind toys to hide in a game of hide-and-seek. Their learning is skilfully extended during the game as staff help them to count from one to 10. Staff are very positive and up-beat with children and as a result they are keen to take in activities and are encouraged to make good progress. Children attending the holiday play scheme are well known by the staff, who supervise them carefully to ensure their individual needs are met. They enjoy interacting with older children as they play a parachute game, football, basketball or go for a swim in the pool. Activities in the summer house provide opportunities for drawing, reading and listening to music. Outings, for example to the cinema encourage them to socialise and get to know their locality. Children throughout the nursery develop good skills for the future as they use books, writing materials, computers and number resources.

Staff know the children well and plan a balance of child-initiated and adult-led activities that offer them challenge to ensure that they are occupied in meaningful activities which support their development. For example, babies are encouraged to be creative as they finger paint and older children learn about the natural world as they make animal noises while listening to stories and tend the plants. Regular observations are undertaken which are used to plan activities which are geared to their individual needs and interests. However, in some areas of the nursery their progress is not matched to the requirements of the early learning goals to identify their next steps in order to ensure they make as much progress as possible. This impacts on the quality of staff interaction during adult-led activities as learning objectives for each child are not always clear. Good links with other early years providers attended by some of the children and an on-going two way communication with parents ensures that their achievements outside the nursery contribute to assessments in order to provide for their individual needs.

Children learn about healthy lifestyles as they enjoy a varied menu of home cooked nutritious meals and snacks and are able to constantly help themselves to a drink from the water coolers. They spend plenty of time outdoors whenever possible and this encourages them to be active and get plenty of fresh air and exercise. They develop self-care skills such as using the toilet independently, help themselves to resources and dress themselves for outdoor play. They develop an understanding of good hygiene as staff remind them to wash their hands after using the toilet and before eating and are cared for in a very clean and well maintained environment. However, their understanding of how to minimise the spread of germs is not as good as it could be because they are not encouraged to use individual hand drying facilities nor provided with serving implements at snack time to ensure they do not touch each other's food. A range of measures is in place to promote children's safety. There is secure entry and exit to the setting, risk assessments are maintained and staff are well deployed to ensure children's safety. Through practical activities such as tidying away toys to reduce trip hazards, taking part in fire drills and reminders from staff, for example, about the maximum numbers allowed in the pool, children begin to gain an understanding of how to keep themselves safe. All children are welcomed and play a full part in the nursery. Staff are friendly, supportive and respect their uniqueness. Consistent boundaries are set and older children learn to take responsibility for their own actions by devising and following their own rules. Children develop very positive

attitudes toward others because the staff provide excellent role models and they enjoy a variety of opportunities to gain an understanding of the wider world. For example, children were visited by Buddhist monks and families who have gone abroad are encouraged to share their experiences by sending regular emails to the nursery.

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? | 2 |
| 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? | 1 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 2 |

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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