

# Beachley Barracks (Little Scamps)

Inspection report for early years provision

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**Unique reference number**

101857

**Inspection date**

03/12/2009

**Inspector**

Shirley Ann Jackson

**Setting address**

1st Battalion The Rifles, Beachley Barracks, Beachley,  
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**Type of setting**

Childcare on non-domestic premises

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## 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.

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## **Description of the setting**

Little Scamps opened in 2000 and is situated within the confines of the army barracks in Beachley near Chepstow. The single storey building consists of two main play areas, an office, kitchen and toilets. There is an outdoor area available for outdoor play. The setting is managed by a voluntary committee of parents and army personnel. Children attend for a variety of sessions and are drawn from families of army personnel and the local community. The setting is open during school term times on Monday to Friday from 09.30 am until 12.30 pm.

The setting is registered to care for a maximum of 40 children aged under eight years, of which, no more than 16 may be under three years at any one time. There are currently 45 children on roll aged from seven months to four years. The setting provides funded free early education for three and four-year-olds and is part of the pilot offering free early education for two-year-olds. The setting supports a number of children with special educational needs and/or disabilities and children who speak English as an additional language. The setting also makes provision for children older than the early years age group which is registered on the compulsory and voluntary parts of the Childcare Register. This report does not include an evaluation of that provision, but does include the provider's confirmation of compliance with the requirements of the Childcare Register at the end of the report.

A team of seven core staff work with the children. Of these, six hold recognised childcare qualifications and two are currently on training to achieve or upgrade a qualification.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Staff recognise children as unique individuals and effectively support them to ensure that their individual needs are met. All children make good progress in their learning and development as they enjoy coming to the setting and are soon actively involved in the choice of activities offered. Staff effectively promote all aspects of children's welfare with success, ensuring they are safe and well cared for. Partnerships with parents are secure and staff recognise them as central to their child's well-being. Staff are aware of building working relationships with other registered settings which children attend. Ongoing, appropriate reflection of the setting ensures that plans for the future are well targeted to bring about further improvement to the setting and to the outcomes of the children.

## **What steps need to be taken to improve provision further?**

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

- continue to develop the outdoor play area to increase the resources,

equipment and experiences offered outdoors and to ensure that all areas of learning are available to children.

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

All required documents and policies and procedures are in place, are clear and are up to date. These reflect the daily practice within the setting and are freely available in the entrance hall for staff and parents. This ensures that children's needs are effectively met and ensures the safe and efficient management of the setting. Children are appropriately safeguarded through staff knowledge and understanding of the indicators of abuse and neglect, detailed policies and procedures and a designated member of staff for this area. Staff are aware of the procedure to follow if they have any concerns about a child in their care. All staff working at the setting have been appropriately checked to ensure they are suitable to work with young children. Thorough risk assessments have been conducted for all areas within the nursery, the outdoor play area and for all outings taken with the children. In addition, staff carry out daily checks before the children arrive to ensure the premises are safe.

The premises are well organised. They have sole use of a single story building with one large playroom and two smaller playrooms. A large outdoor play area can be directly accessed from the large playroom. However, this area is not currently used to its full potential and is not offered as part of a free flow system. The setting has a good range of toys and resources. A number of these are stored in labelled, low level storage units. This enables children to self select what they want to play with and to tidy it away when they have finished. This gives children choice in their play and builds a sense of ownership.

The setting is effectively organised. The staff team work well together and are clear about their roles and responsibilities within the setting. Robust systems are in place for staff recruitment and induction. Regular appraisals are in place, ensuring that staff strengths and areas of development are identified. This has resulted in an experienced staff team who are motivated and enthusiastic and keen to further develop the service they offer to children and their families.

Partnership with parents are secure. At first enquiry, parents are given a leaflet with an overview of what is offered. When they commit to the setting, parents are given a welcome pack which contains a copy of the setting's policies and procedures. Ongoing information is then shared through informal feedback at the end of the day, regular newsletters, daily diaries for younger children, notice boards and sharing children's progress folders. Annual questionnaires are sent out to parents to seek their views on the setting. Staff have built friendly relationships with other settings which children attend and have been to visit them. They are aware that children's learning and development records are to be shared with other settings, but this is not yet happening.

Since the last inspection the whole staff team and committee have changed. Since taking over they have worked hard to implement a number of changes and

improve the setting. This has included new policies and procedures, changes to observation, assessment and planning systems, staff training and purchasing new toys and resources. They use ongoing reflection of their practice to help them to identify strengths and areas for development. Recommendations raised at the last inspection have been fully addressed with the exception of the outdoor play area. Staff have identified this as an area for further development and have carried out fundraising to enable them to re-develop this space. This demonstrates a commitment to continuous improvement.

## **The quality and standards of the early years provision and outcomes for children**

Children arrive happily at the setting. They are soon actively involved in a range of activities and experiences, which, over time, help them to learn and develop. Children benefit from staff interaction and involvement in their play. For example, staff help children to complete puzzles and play small world 'jungles' with them. Children benefit from a range of adult-led and child-initiated activities. The learning environment, particularly in the pre-school room, encourages children to become independent learners. Systems are in place to observe and assess the children as they play. Staff use this information, along with children's interests and requests for specific activities, to plan the next steps in their learning. Staff have a secure knowledge and understanding of how young children learn and develop. They are confident in their delivery of the Early Years Foundation Stage. Consequently, all children are making good progress in their learning.

Older children show increasing independence in selecting and carrying out activities. They show confidence in linking up with others, such as, playing the role play area together. Younger children have a strong exploratory impulse. For example, they like climbing on the window ledge to watch the older children playing outdoors. They take pleasure in learning new skills, such as, pushing the play dough through a plunger to make shapes. Older children talk freely about their home and community. For example, they talk about who is not at the group that day. Children of all ages feel safe and secure with staff at the setting and will sit on their laps and seek them out when they are unsure. Older children show willingness to tackle problems and enjoy self-chosen challenges, such as, spreading their own toast at snack time. Children find out about the local community as they go for walks in the area and visit the library bus. They find out about different cultures and backgrounds as they celebrate festivals through activities. Parents are encouraged to come into the setting to share their culture and festival rituals with the children. Young children enjoy babbling and making sounds. Staff listen to these and respond using facial gestures and words. Older children communicate confidently, asking questions and initiating conversations. Children of all ages enjoy listening to stories and looking at books. Older children find their names on arrival and self register, helping them to recognise familiar words. Older children's early maths skills are developed as staff introduce this into the daily routine. For example, they count the number of children present each day and then break this into the number of boys and girls as well as adults. This leads to conversations involving calculation. Through activities, they explore height, when measuring sunflowers they have grown, and capacity as they pour water

from one container to another. Children of all ages enjoy playing with technological toys which light up and make sounds. They find out about the natural world as visitors are invited into the setting each week. In the past this has included Magor Marsh, who help the children to discover more about the wildlife around them. Children's imagination and creativity are fostered as they enjoy using props for role play and have opportunities to explore a variety of different materials. They develop a love of music as they take part in regular sessions with a music company which comes to the group on a monthly basis.

Children are learning how to keep themselves safe as they take part in monthly emergency evacuation drills. Staff explain to children why they need to be careful when walking through toys with no socks on as they go to fetch dry socks. When the police visit the setting, staff explain about stranger danger to the older children. Children's health and well being are effectively promoted. All children are able to play outdoors every day to enjoy large physical activity. Here they ride wheeled toys, play with balls and ride on rockers. Children are offered healthy snacks and have free access to drinking water. Children are developing good personal hygiene as they willingly wash their hands before they eat and after messy play.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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