

Scamps of Benson Ltd

Inspection report for early years provision

Unique reference number EY261414
Inspection date 24/03/2010
Inspector Sheena Bankier

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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

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 setting 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. The setting 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 15 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.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled at the setting, and they develop a strong sense of belonging. A high ratio of staff ensures children benefit from individual care and attention. As a result, staff meet children's needs effectively. Staff are keen and enthusiastic about their work and attend regular training. This actively supports and drives improvement. Most practice, policies and procedures promote children's good health and well-being consistently. Clear partnerships maintain good levels of consistency and continuity for children.

What steps need to be taken to improve provision further?

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

- promote the good health of the children by reviewing hygiene procedures and take any necessary steps to prevent the spread of infection
- update the record of risk assessment to include any assessments of risks for outings and trips.

The effectiveness of leadership and management of the early years provision

Staff fully understand their responsibilities to safeguard children's welfare. They are confident in their knowledge of potential signs and symptoms of abuse and the procedures to follow in the event of concerns arising. Risk assessments and procedures are overall effective. Staff demonstrate a good understanding of potential risks and hazards to children and themselves, such as, wet decking. They make records daily of identified potential hazards and the steps they take to reduce these. Although procedures are in place to manage safety outside of the premises, such as, wearing high visibility jackets in poor weather, currently there are no records of risk assessments for individual school runs, outings or trips to further promote children's safety at all times. The setting gains comprehensive information about children's health needs. This enables the setting to extensively support and underpin children's good health and well-being, for example, in an emergency. At times, hygiene procedures are not always fully consistent and children are at risk of cross-infection, such as, sometimes sharing sheets on the sleep mats.

The setting offers families a flexible service to meet their needs. The age range of care at the setting benefits the children as it provides continuity and siblings can spend time together. The setting is very warm and welcoming and enables children and parents' to feel fully included. A range of different religious and festival dates is celebrated. These often reflect the different backgrounds of the children who attend. This values the children and families. Children have access to a good range of resources both in and out of doors. These support children's learning and development well.

Regular meetings and the line management structure enables staff to be involved in self-evaluation. The registered person and managers work 'hands on' in the setting enabling them to gain parents' and children's views. They work alongside staff and as a result, clearly mentor and guide staff as required. This successfully drives continuous improvement.

Positive action has enabled the setting to take a lead role in developing and establishing secure partnerships. Effective communication takes place with other settings. This supports the children's care and learning needs well. The setting provides a good range of information to parents', such as, detailed information on entry and through notice boards in all areas of the premises. Excellent communication with parents' enables staff to exchange information about children's needs on a daily basis. As a result, staff meet children's needs effectively. Daily diaries keep parents informed of children's days, such as, nappy changes, feeds and activities. Parents' regularly have access to children's development records. They can make comments about their children's achievements and the identified next steps of learning. As a result, parents' receive clear information about how to support their children at home. The setting invite teachers and their learning support assistants to visit the children. Purposeful activities and discussions promote and underpin children's understanding of

attending full time education. This supports children well in preparation of the transition to school.

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

Children enjoy themselves and have lots of fun. They benefit from excellent relationships with staff, who know them well as individuals. As a result, children feel safe and secure at the setting. Children and staff interact well and staff involve themselves in activities and play to support and extend children's learning soundly. Children develop friendships with each other and confidently take part in activities individually, and in small and larger groups. Children behave well and demonstrate a clear understanding of the expectations of behaviour. Staff are good role models and encourage positive respectful behaviour, such as, good manners. Children help tidy up the toys, which enables them to make a positive contribution in caring for the resources and environment. Children make independent choices from the activities and toys. As a result, they initiate their own learning and ideas. Children in the nursery room spread butter on their bread at tea time and visit the toilet by themselves. This enables children to develop independence and self-care skills. Children offer their opinions about safety, demonstrating their appropriate understanding of potential dangers. They behave in ways that are safe for themselves and others, such as, walking in and out to the decking area sensibly.

Activities and resources ensure children are stimulated and engage in play and learning successfully, for example, babies actively enjoy the heuristic play resources and sustain their concentration well. Staff plan for children's progress both informally and formally, such as, observing children and consider their immediate needs, such as, for the afternoon or next day. Staff also use more formal assessments to effectively identify children's next steps in learning to consolidate over a period of time. Consequently, staff use their knowledge of the children effectively to promote children's progress. Children make good progress towards the early learning goals in relation to their starting points. The setting work in partnership with parents and others to fully support children with special needs. As a result, all children develop good skills for the future.

Children enjoy physical activity in and out of doors. Babies have sufficient space to crawl and roll, and can pull themselves up to stand on furniture and equipment. The toddlers enthusiastically join in with music and movement along with staff. The actions and songs support children in learning parts of their body, for example, as they point to their toes. The singing also promotes their language skills. Large construction is imaginatively utilised, such as, building 'horses' to ride and counting bricks as staff and children make towers. This promotes children's physical, creative development and underpins children's understanding of number and correspondence. The baby and toddler rooms access the outdoor area as often as the weather permits. This enables children to benefit from fresh air and to explore a different environment. The nursery room children have free access to the decking area where they enjoy a good range of activities and equipment to promote their development in all six areas of learning. Sand and water provide sensory activities. Staff have a good understanding of how these experiences can

support and extend children's learning with the use of different resources, such as, animals, different size containers and tools.

Activities and daily routines support and extend children's understanding of a healthy lifestyle. The nursery room children regularly wash their hands, such as, after using the toilet and before eating. The younger children have regular nappy changes and staff follow procedures to prevent cross-infection at this time, such as, cleaning changing mats with anti-bacterial cleaner. Books encourage children's understanding of healthy eating, such as, growing vegetables to eat and discussions take place about healthy options. Meals and snacks offer children a good balance of different food, such as, fruit and a biscuit, mild chilli and rice, and sandwiches. This enables children to extend their tastes for a variety of food and develops their understanding of eating a well balanced diet with healthy options.

Painting, gluing and role play activities enable children to use their creativity and imaginations well, for example, making junk model rockets that 'fly' from the ceiling. Children develop understanding about festivals and religious dates, for example, making a collage tiger to celebrate Chinese New Year and through food tasting experiences. Children enjoy pretending to cook and make tea with play kitchens and resources. Staff join in this play well, asking questions to support children's thinking skills and chatting to children during play. In the nursery room, there are recipes on display in the home corner. This benefits the children's understanding of use of number and print in everyday life. Children in the nursery room use their emergent writing for a purpose, such as, making a shopping list or using notepads and pencils outdoors. Children use counting as part of their play, for example, counting the number of press-ups they can do and the more able and older children count to 20 and beyond. Children develop skills on the computer, such as, making pictures by moving the mouse. As a result, children use modern technology successfully and develop good knowledge and skills to aid them in the future.

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

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

The effectiveness of leadership and management of the early years provision

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|--|---|
| How effectively is the Early Years Foundation Stage led and managed? | 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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| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 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

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