

Stanley Scamp's O.S.C.

Inspection report for early years provision

Unique reference number EY346425
Inspection date 04/06/2010
Inspector Lesley Sharples

Setting address Marton United Reform Church, Wordsworth Avenue,
Blackpool, Lancashire, FY3 9UR

Telephone number 07900 493 065

Email

Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Stanley Scamp's O.S.C. has been registered since January 2007. It is privately owned. It operates from within Marton United Reform Church Hall in Blackpool. Areas used for children comprise of the main hall, quiet room and club room. There is an outdoor area to the front of the building with both grassed and hard surfaces. The setting is adjacent to Stanley Primary School where children attend.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 60 children from three years to under eight years may attend at any one time. Older children also attend. Currently there are 110 children on roll and, of these, 22 children are in the early years age range. The breakfast club is open each weekday during term time from 7.30am to 9am and the after school club from 3.15pm to 5.30pm. The holiday club runs from 8.30am to 5.30pm during school holidays. The setting supports children with special educational needs and/or disabilities and a number of children with English as an additional language.

The staff team of seven are all qualified and trained with appropriate early years qualifications. The manager, who is the owner, has a National Vocational Qualification at level 4 in management. The setting is a member of 4Children, an association for out of school clubs. Advice, support and training are gained from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The children have a strong voice within their out of school setting. Their individuality is recognised and, therefore, equality and diversity issues are well addressed. Children thoroughly enjoy their time spent in the setting. Learning and development are continuations of school, complementing children's skills and consolidating achievements in a fun atmosphere. All documentation is in line with requirements and very well organised. Recruitment processes ensure children are safeguarded and staff are motivated and supported in developing professionally. Reflective practice includes parents and children to effectively monitor and evaluate all aspects of practice and the environment. This ensures continuous improvement, resulting in better outcomes for children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- further developing outdoor experiences, especially relating to planting and growing.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded within this setting. Staff's knowledge and understanding of child protection procedures and the need to report serious accidents and injuries ensure that the procedures are fully complied with. An extremely detailed record of stringent risk assessments has been produced for the premises and for outings, eliminating risks to children. Children also feel safe and are able to express this when asked. For example, they know who they can turn to if they feel sad, as they point to every member of staff present. Children know who their key person is and this information is recorded in their individual files.

Children benefit immensely from the strong leadership and management established in this out of school setting. Children's care, learning and development are significantly enhanced through a cooperative, highly motivated staff team. Staff are extremely enthusiastic and proactive in their commitment to improve the outcomes for all children. Training is very well attended and this is evident from the staff's knowledge and skills in offering an environment which significantly enhances and extends children's development and progress. All staff are qualified and have current first aid training. All records, documents, policies and procedures are meticulously maintained and updated regularly, which ensures they reflect current information. The robust recruitment, checks and induction processes ensure the staff's ongoing suitability.

Reflective practice ensures continuous improvements for children. The manager ensures everyone is included so that they share a clear vision for the future development of the setting to provide excellent facilities, such as the development of the garden area outdoors. This is just commencing and there are issues they are considering regarding vandalism and security. Children actively contribute ideas and suggestions, so they feel a real sense of belonging and make the club their own. A graffiti wall is one means used for their ideas and views and staff aim to fulfil all requests where possible. Examples include having snacks outside, and rough and tumble play and wrestling. Partnerships with parents include seeking their views and valuing their comments. Partnership working with others is developing well. An example of this relates to a behaviour note recorded by staff within the 'pick up book' used when children are taken and collected from school. The comment was used by the teacher within the child's profile, because they had not gained any evidence gathered in school. The staff were pleased when the teacher expressed gratitude for the written observation.

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

Children flourish in their vibrant out of school club and enjoy continuing progress in their learning and development. The staff have an excellent knowledge of the Early Years Foundation Stage and are extremely effective in planning imaginative and exciting activities for children. Planning is informed and clearly based on children's individual needs and interests. Staff recognise how they can support children and

balance this with allowing plenty of time for children to develop their own thinking and ideas. Children's achievements are documented in individual files, which include colourful photographs and examples of their work. Observations are linked to the areas of learning and identify some next steps to progression. Learning journeys, therefore, reflect the time and attention given to supporting children in fun and dynamic ways.

Children have free access to activities as the deployment of resources enables them to make their own decisions about how they spend their time. Additionally, there is a catalogue of resources that children who are new to the setting can use to self-select toys. Alongside this a buddy system for younger children is in place, whereby links with an older child are arranged. They will hold hands when crossing the road, show how registration is done, take them for snacks and become a friend to them. This significantly contributes to promoting confidence and self-esteem. Children feel safe in the setting and practise the emergency evacuation procedures. They safely cross the road to use the school grounds because staff implement excellent practices, such as wearing high visibility vests and standing in the road to stop any traffic before children cross.

Children are happily engaged in a wide range of fun activities. They were seen to jump for joy and laugh out loud when playing together. While playing outdoors children drew tracks in chalk and asked people to follow the arrows showing the way into and out of their setting. They spent most of their morning independently building a large 'town' from resources which included tracks, cars, buildings and people. They cooperated together, discussing what they should do next and talking about it with older children who came to have a look. Children thoroughly enjoy den making. They use plenty of blankets and large gripper pegs to form their own places to get inside. This helps children use their imaginations and skills in design. Ideas from staff make different days fun; for example, having a 'topsy-turvy day' when no resources were available, so children spent time doing different things.

Children develop an exceptional understanding of the importance of healthy living. They are fully adept in managing their self-care skills, helping themselves to tissues and following other hygienic routines. They can help themselves to a large selection of fruits and various drinks, including water, throughout the day. Picnics are loved as children have a relaxed time, taking as long as they need to have their lunch. Children especially enjoy outdoor activities in all weather conditions. All children are protected from the sun, wearing hats and sun cream and sitting in the shade. They particularly find climbing trees thrilling, enjoying this challenging experience. They also enjoy gardening, preparing a patch for foods and a wildflower garden. These all offer children inspiring and challenging opportunities to develop their future social and economic well-being.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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

The quality of the provision in the Early Years Foundation Stage	1
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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: Met

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