



Scamps of Benson Ltd

Inspection report for early years provision

Unique Reference Number	EY261414
Inspection date	23 January 2006
Inspector	Ann Taylor
Setting Address	Lowfield House, Churchfield Lane, Benson, Wallingford, Oxfordshire, OX10 6SH
Telephone number	01491 835047
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Registered person	SCAMPS OF BENSON LTD
Type of inspection	Integrated
Type of care	Full day care, Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Scamps of Benson has been open since July 2002 and operates from a detached house and a separate summerhouse within the grounds. It is situated in the village of Benson. Within the main premises there are two rooms on the ground floor, used mainly by the older children, and four rooms on the first floor, in which babies and toddlers are cared for. There is also a kitchen, office, several toilets and a milk room within the premises. The summer house comprises a single room with adjoining

toilet. There is an enclosed outside and garden area.

A maximum of 50 children may attend the setting at any one time. The setting opens each weekday from 07.30 to 18.00 for 51 weeks a year. The setting offers full day care to pre-school children and out of school provision to older children. The setting is also registered to offer overnight care. The children attend for a variety of sessions.

There are currently 123 children on roll. Of these, 17 children receive funding for nursery education. Children come from a wide catchment area. The setting currently supports 2 children with special educational needs and 1 who speaks English as an additional language.

There are 26 members of staff, who work with the children. Of these, 7 hold early years qualifications to level 3 and 5 have them to level 2. In addition, 3 staff are working towards relevant early years qualifications at level 2 or 3.

The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The children benefit from a healthy diet. They have a varied and nutritious menu including fresh fruit and vegetables. This is giving them a good understanding of healthy eating. The children's dietary requirements are addressed well by the staff, to ensure parental wishes and the children's individual needs are met.

The children stay healthy as a result of the staff's good hygiene practices. For example, they wash their hands after using the toilet, before eating and after messy activities. The 3 to 5 year olds develop independence and confidence as they begin to go by themselves to use the toilet and wash their hands. Their health and well-being is managed appropriately, as the staff hold relevant first aid certificates. They record all accidents which occur, accurately. However, they need to ensure that staff and parents sign all accident and medication entries as seen.

All babies and children have good opportunities to participate in a wide range of activities, both indoors and outdoors, which promote their physical development. During each session, they are able to rest and be active according to their needs.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The children are well cared for in a bright, clean environment. The organisation of space ensures the children have sufficient room to move in safety and comfort. There are separate areas for quiet activities, such as looking at books. For physical play,

the children have access to a suitable outdoor play area and there is room indoors for use in wet weather.

The children's risk of accidental injury is minimised, because the environment is suitable for its use. The setting has effective safety and security precautions. Regular risk assessments are carried out on the toys, equipment, premises and also for all outings. This ensures the children are kept safe. The children's understanding of safety procedures is enhanced by the emergency evacuation drills, which are carried out regularly.

The children are well protected, as the Child Protection procedures are robust, all necessary documentation is available and senior staff demonstrate a secure understanding of current Area Child Protection Committee procedures. Other staff are to attend Child Protection training in 2006, which will ensure they all fully understand their roles and responsibilities in this area.

Helping children achieve well and enjoy what they do

The provision is good.

As babies and children enter the welcoming environment of the nursery, they are greeted warmly and helped to settle by the staff, who are sensitive towards their individual needs. The children are given opportunities to play independently and with their peers. They are also encouraged to participate in adult led activities.

Close and caring relationships between the staff and the children help them to develop a strong sense of self. The children play confidently with a good range of toys and imaginative materials and show an interest in what they do. The children generally behave very well, but sometimes, at the changeover of activities, the behaviour of the older children slips.

The babies receive lots of cuddles and benefit from routines, which are consistent with their experiences at home. They develop early communication skills as they attract the attention of the staff, who respond to their sounds during play. However, the staff would benefit from training in the Birth-to-Three Matters framework, which would give them greater understanding of the way very young children learn and achieve.

Nursery Education

The quality of teaching and learning is satisfactory. Younger and more inexperienced staff have an insecure knowledge of the Foundation Stage, which hampers the children's progress, as they do not have a good understanding of how children learn. The children are interested in the activities and participate co-operatively, showing concern for others. They concentrate well and willingly try different activities. They share ideas with friends to develop games and learn from each other. For example, when a girl attempted a jigsaw and was struggling, another came, saw the problem and helped so that they completed it together. However, the children do not consistently receive support from the staff to extend ideas and increase challenges. The staff join in some activities and oversee others, missing opportunities to develop

learning through the daily routine and fleeting interests. Activities can appear isolated and topic work uninspiring. However, with additional support, the staff rally to produce valuable and stimulating activities, which all children enjoy.

The staff monitor the children's progress and planning is sound. Observations by all staff and assessments of the children's progress are used effectively by the room supervisor, to show differentiation and provide challenges for the older and more able children. The children mix well and are beginning to learn of other peoples' needs. For example, as they play co-operatively in the role play area, they remind each other of the need to 'share' and they give hugs to anyone who is upset or hurt.

The children independently access books and enjoy story times with the staff. They have regular access to mark making equipment and some can write their own name. The staff encourage the children to add their name or initial to their own work. Aspects of the children's spoken language are developing well. They are learning to express themselves through conversations with staff, other adults and each other.

The children count regularly and take part enthusiastically in number rhymes and songs. Mathematical activities are practical, and through them children learn to solve problems independently. They use sound mathematical language to compare big and little, and talk about different shapes.

The children are making good progress in knowledge and understanding of the world. They show an interest in festivals throughout the year. In addition, as they enjoy activities they are learning to accept people of other faiths within their group. The floor covering, which is a play map, gives opportunities for the children to use toy vehicles and develop an interest in all the buildings marked on the map, for example hospitals, shops, and garages. The staff then use the children's enthusiasm and build on it to increase the children's knowledge of the wider world. The computer is used frequently, but some of the staff are rather quick to take control, instead of helping the children learn to be independent.

The children have opportunities to use a range of media creatively and produce recognisable pictures, enthusiastically telling adults what they are drawing. They learn to negotiate well and express their imagined experiences during role-play situations. The children are enthusiastic, as they join in songs and enjoy using musical instruments to a music tape.

The children have regular opportunities to develop their physical skills both indoor and out. The restricted all-weather play area, however, used routinely in the winter months, offers few challenges for more able children.

Helping children make a positive contribution

The provision is outstanding.

All children are welcomed and play a full part in the nursery, because the staff value and respect their individuality and the family context for each child. The staff are exemplary role models. They support younger children in sharing and turn taking. They set consistent boundaries for the 3 to 5 year olds, who learn to negotiate with

others and take responsibility for their own behaviour. The children's understanding of right and wrong is increased, as they respond to gentle reminders to care for their environment, the nursery resources and each other. This positive approach fosters the children's spiritual, moral, social and cultural development.

The children develop a positive attitude to others. Through a variety of opportunities, the children gain an excellent understanding of the wider world. Children with special needs are supported actively, enabling them to participate fully in the range of activities. The staff receive support in providing individual education plans, as they liaise fully with other health or education professionals.

An excellent partnership with parents contributes significantly to the children's well-being in the nursery. Parents' views about their child's needs and interests are actively sought, before the child starts at the setting and on a regular basis throughout their time there. The staff ensure that all parents know how their children are progressing and developing. The children benefit greatly from the involvement of their parents in various ways. This contributes to their good health, safety, development and learning.

Organisation

The organisation is good.

The setting uses effective recruitment procedures, which ensure that staff are appropriately vetted and qualified. The staff are committed to their own improvement and development. They are willing to undertake relevant training to extend their knowledge and provide a richer experience for children.

All policies and procedures are individual to the setting, robust and regularly updated. As a result, the children's continuity of care between home and the nursery is maintained.

Leadership is motivated and has a clear vision of their expectations for the setting's future. By building on existing skills and experience through training and through evaluating they practice regularly, they aim to provide the children with a vibrant learning environment. Overall, the leadership and management are good and the setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection, the provider was asked to:

improve safety with specific attention to the temperature of the radiators in the summerhouse;

improve the information they give to parents about Ofsted;

improve staff knowledge, with a systematic programme of learning in regard to the setting's policies.

The provider has addressed these as follows:

the summerhouse's heaters are of the blow fan type, which cannot have covers fitted. The nursery staff ensure that furniture is placed in front of them while children are present, to prevent access. The heaters are to be replaced for safer ones in 2006;

Ofsted's address and phone numbers are now displayed on the notice board in the entrance to the nursery;

the nursery have circulated the policies to all staff and they sign and date, when they have read and understood the policies.

Complaints since the last inspection

There are no complaints to report.

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.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure all staff details, and all necessary forms for parents, held by the nursery, are up to date, correct and signed.
- ensure all creative work is displayed carefully to encourage children's pride of ownership.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- improve staffs' knowledge and understanding of the Foundation Stage and Birth-to-Three Matters framework, to increase understanding of how children learn.
- review activities and change-over times to ensure children remain interested and motivated to learn.

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