



# Scamps Pre School and Nursery

Inspection report for early years provision

**Unique Reference Number** EY314314  
**Inspection date** 23 January 2006  
**Inspector** Carol Ann Dixon

**Setting Address** Littleborough Children's Centre, Calderbrook Road,  
Littleborough, Lancashire, OL15 9PB  
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**Registered person** Michelle Richardson  
**Type of inspection** Integrated  
**Type of care** Full day 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](http://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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Scamps Pre School and Nursery is located within Littleborough Children's Centre in the Littleborough area of Rochdale. Children have use of 2 playrooms and a large fully enclosed outdoor play area. In addition, there is a kitchen, toilets and appropriate nappy changing facilities.

The setting is registered to care for a maximum of 32 children and there are currently 68 children on roll. The setting operates on Monday, Wednesday and Friday from

08:30 until 15:30, and Tuesday and Thursday from 08:30 until 12:30. These hours are inclusive of the setting's wrap around care service.

The manager is suitably qualified and is responsible for the day to day running of the group. She manages eight staff, four of whom are qualified and one is working towards a child care qualification.

The setting receives support from the Early Years Childcare Partnership and there are currently 27 children attending who receive funding for nursery education. The setting supports a number of children with special educational needs.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children are adequately protected from infection as staff adhere to clear, efficient hygiene routines that include wiping tables before and after snack time, and the cleaning of toys and equipment. Children begin to understand the importance of personal hygiene as they wash their hands under warm water and with soap before eating and after using the toilet. Reminders from staff help them gain understanding about maintaining their own health.

Staff knowledge of food hygiene and first aid practices contributes to the prevention of cross infection and children are protected as the provider has good sick child and medication policies. Children who stay for a full day bring a packed lunch which is safely stored in a refrigerator. Staff promote healthy eating as they talk to children about foods that are healthy and involve parents by providing information about healthy lunch boxes.

Children's health is fostered through the provision of a healthy snack of wholemeal toast and milk. However, opportunities to experience fresh fruit and vegetables are limited to summer months or food tasting as part of a planned activity. Children develop manners and social skills as they eat together and are involved in setting the tables for meals which promotes their independence. Children benefit from the provision of fresh drinking water which they are able to independently access throughout the day.

Children have limited opportunities to participate in outdoor physical activity as this is not included as part of the daily routine. Children benefit from indoor opportunities for physical development as staff plan activities such as an assault course where children begin to develop an awareness of space and move with control and co-ordination as they jump inside hoops and crawl through a tunnel. They enjoy travelling under, over and through climbing equipment.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in well maintained premises where staff give high priority to keeping children safe. The spacious, welcoming environment and facilities help children to feel settled. Displays of children's work are bright and attractive helping to develop children's sense of belonging. Children are able to move around safely in the environment as the space is well organised to provide different areas for play and for rest. Children benefit from suitable facilities indoors and outdoors. There are comprehensive written risk assessments and an informal risk assessment takes place at the beginning of each session. Any issues arising are managed immediately, for example, staff visually check the premises before children's arrival which helps to protect children from harm. The children are sufficiently safeguarded within the setting as doors are kept locked with a secure entry system and staff are aware of identified individuals who may collect children.

Toys and equipment conform to required safety standards and are checked for their suitability. This ensures that children have a sound selection of toys and equipment to choose from. Safety equipment is in place such as fire detection equipment and socket covers, which effectively maintains children's wellbeing.

The welfare of children is maintained as staff have a good understanding of the Area Child Protection Committee guidance. All staff have undertaken updated training to ensure they know how to safeguard the child. A nominated member of staff takes responsibility for the handling of concerns and staff are clear about monitoring and who to contact for advice and with concerns.

Children's safety is enhanced through discussions with staff; for example, they provide children with reminders as to why they run outside and walk in the nursery, this helps children learn how to protect their own wellbeing. Themes such as "people who help us", which include discussion and role play about fire and road safety, promote children's awareness and understanding of safety issues.

Children are supervised at all times, they are escorted to the toilet by staff and an intercom system throughout the premises aids communication between staff when they are in different areas of the premises.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children have a positive attitude and are motivated to learn in an inviting environment. They arrive confidently and eagerly join in activities in the secure environment. Children with additional needs receive good levels of support.

Good settling-in procedures are offered to ensure a smooth transition from home to nursery. Children are stimulated through the range of activities on offer such as the role play area, book area, puzzles, construction, maths activities and art and craft activities. Areas are well defined and the children confidently participate in activities with their keyworker. Children are valued and are listened to by the staff who get down to the child's level to interact, therefore promoting their self-esteem.

Children enjoy activities which promote each area of their development. They come

together to participate in songs and rhymes and play happily in each area of the room. Children learn about pattern through art and craft activities and when threading beads in a sequence. They are expressing their imagination in the role play area and through creative activities, such as modelling with play dough and playing in the sand and water.

Children are well engaged and there are no behaviour issues as activities are planned to support their age and stage of development. Staff skilfully question and challenge children and make sure each child achieves. Individual needs are well catered for and staff ensure that each child is cared for in an appropriate way, for example, when a child is upset the staff recognise this and work together to provide the support necessary for the child to feel secure.

The quality of children's learning experiences is being enriched as staff begin to develop activity planning based upon the Birth to three matters framework. This ensures that activities are appropriate to the child's stage of development and that children are challenged and supported as necessary. However, staff do not make effective use of children's assessments to inform future planning.

#### Nursery Education

The quality of teaching and learning is good. Children enjoy what they do and are fully engaged in activities until they have finished. They are happy and have fun. Children make good progress in relation to the Foundation Stage Stepping Stones. They work well towards the early learning goals as staff have a good understanding of the curriculum and plan appropriate activities in each area.

Children have happy and relaxed relationships with staff who listen to them and respond appropriately. They show developing independence and self-care skills, such as toileting and preparing themselves for art and craft activities. Children are learning to take turns and play co-operatively together as they work in groups and independently.

Children are using numbers in rhymes and songs during the day and are developing an understanding of the number system. They use positional language confidently and can describe the features of a common shape in the maths area. Children happily learn to explore and investigate as they use play dough and look at its properties. Their physical skills are developed well through the use of a range of indoor equipment. Children play imaginatively in the role play home corner and express themselves using a variety of media like 3D construction, shapes, paint and musical instruments.

Staff have a good awareness of children's capabilities and build on this in their day-to-day teaching to develop learning well. There is a clear method of ensuring that observations of children's learning are recorded by staff. However, written observations and assessments do not link consistently with planning from the Foundation Stage, and evaluations do not clearly predict the next steps in development for each child.

Language is effectively reinforced and extended in many play situations; for example,

in the role play area telephones and a shopping till were available to extend and enhance this aspect of play and learning. Children develop writing skills by writing their name throughout the day and have opportunities to practise mark-making spontaneously or independently at the chalk board or at the writing table. Children link letters to sounds and they have an understanding that print carries meaning as they listen and respond to stories in the book corner. When listening to a familiar story about animals one child expressed that "z is for zebra".

Small groups of children invent and develop imaginative play situations using resources from the home corner and dressing up clothes. Children enjoy looking at books and sharing stories as they make good use of the book corner independently to retell favourite stories to each other.

Children learn basic concepts and solve problems as staff include mathematical language and calculations at opportunities throughout the day, such as counting how many cups there are altogether. They enjoy counting back through interactive songs and all children are fully involved. Children learn to recognise and match numerals when they participate in number games with staff. Children learn to sort, classify and compare shapes and sizes as they explore matching and comparing board games with a staff member or help to tidy away.

Children learn to predict and investigate and have sufficient opportunities to extend learning about the world, for example, they talk about their families and where they live. They have access to basic information and communication technology. Interesting sensory and creative opportunities enable children to experiment and explore shape, colours, textures and sounds in a variety of different mediums.

They are interested in exploring and investigating, and describe the properties of magnetic construction blocks. Children are able to judge their body space accurately as they "crawl like a monkey or wriggle like a snake" after listening to a story about animals.

### **Helping children make a positive contribution**

The provision is satisfactory.

Children make free choices from all toys. Their experience of the wider world is promoted through topics and the celebration of different festivals, for example, Diwali and the Chinese New Year, and with people in the community. Children have opportunities to access a wide range of resources which reflect many positive images of race, culture, religion, gender and disability.

This positive approach fosters children's spiritual, moral, social and cultural development well.

Children are well behaved. They know what is expected of them because staff use consistent methods of behaviour management that are age appropriate throughout the nursery. Staff are very positive role models of behaviour and manners. There is a clear policy of dealing with unacceptable behaviour and bullying issues. Staff use praise and positive reinforcement and this helps to promote children's self-esteem.

Children expressed their pleasure when they were rewarded with a sticker for their achievement.

Children with special needs integrate very well into the group. Activities and equipment are adapted to ensure all children are able to participate fully. Children with special needs are supported and therefore gain the best from their time with the group. Regular meetings with parents and other professionals ensure that the care of each child is appropriate, and individual children's needs are provided for.

Partnership with parents is satisfactory. Continuity of care for the children is promoted as the group operate an open-door policy. Parents know they can discuss any issues when necessary and there are three planned meetings throughout the year when parents are able to discuss and contribute to their child's progress records.

There is a limited range of written information available to parents about what is on offer at the group, written policies and procedures or how Birth to three matters is promoted. The group promotes information sharing with parents via newsletters and informal verbal exchanges of communication. A parents' notice board is being developed to display information for parents. The communication between parents and staff helps to promote children's welfare, safety and learning.

## **Organisation**

The organisation is good.

Leadership and management is good. Children benefit from the good leadership of the nursery where all staff work well together to ensure that children are provided with good quality care and education. Children benefit from the smooth running of the nursery and the clear routines which make them feel secure. Staff are clearly aware of their role within the nursery and they work very well together.

A rigorous procedure is in place in relation to the recruiting of staff. This is supported by an induction programme and an ongoing appraisal system. This means that staff employed in this setting are suitable and are well supported in order to satisfactorily meet the needs of children.

Records detail the individual requirements of each child and include relevant consents and contacts. However, records of staff and children's attendances lack the necessary detail required. Very good policies and procedures are in place which are effectively implemented to promote the safety and wellbeing of the children present.

The provision meets the needs of the children who attend as they are cared for in a positive and supportive environment which effectively promotes their social and moral development. The strong commitment to improvement is reflected in the staff training and completion of a quality award. This maintains and improves the quality of care and learning for all children.

## **Improvements since the last inspection**

This is the first inspection since registration.

### **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.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

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The quality and standards of the nursery education are good.

## **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):

- increase opportunities for children to participate in regular outdoor activity,
- improve the range of information to parents about the operation of the setting and the use of Birth to three matters,
- ensure that the record of attendance includes the arrival and departure times for staff and children,
- consider ways of recording children's progress to aid planning for the next steps in their learning,

### **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):

- ensure that planning is informed by observations and assessments of children.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website:



