

# Scampton Playmates

Inspection report for early years provision

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<b>Unique reference number</b>	253469
<b>Inspection date</b>	14/01/2011
<b>Inspector</b>	Melanie Arnold

<b>Setting address</b>	The Playhouse, Gibson Road, Scampton Lincoln, Lincolnshire, LN1 2TR
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<b>Type of setting</b>	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

Scampton Playmates is committee run and was registered in 1997. It operates from its own self-contained premises, which are at ground floor level in Scampton, Lincoln, Lincolnshire. The setting is accessible to all children and there are two fully enclosed areas available for outdoor play.

The setting opens Monday to Friday all year round, only closing for Bank Holidays and for two weeks over Christmas. The setting is open from 7.30am to 5.30pm. A maximum of 60 children under eight years may attend the setting at any one time. There are currently 71 children attending who are within the Early Years Foundation Stage. The setting also offers care to children aged over five and up to ten years of age. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting provides funded early education for children over the age of three.

The setting employs 13 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 and one member of staff holds a teaching qualification. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are valued as unique individuals with staff supporting each child's specific need. Good partnership working in the wider context promotes an integrated approach to children's care and learning. Mainly effective systems maintain children's welfare and enable them to make good progress towards the early learning goals. Improvements made since the last inspection have enhanced children's care and learning. The setting's clear system of self-evaluation enables continuous improvements to be made.

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

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

- ensure that all children have opportunities to be outside on a daily basis all year round
- ensure the organisation of group activities is fully effective at all times.

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

Children are happy and settled in their surroundings. Space and resources are organised well to create an accessible setting where children learn through play. Improvements made to the layout of the baby room have created a homely environment, in which younger children thrive. The setting is securely maintained,

with risk assessment systems in place to identify and minimise potential hazards. The setting has recently reviewed these systems following an unforeseen incident. This has led to the implementation of further security measures, which has enhanced children's safety. Children are well cared for by a qualified staff team. Regular training opportunities ensure staff keep up-to-date with current practice issues. Children are fully safeguarded through the implementation of clear recruitment, vetting and induction procedures, which ensure the suitability of staff who have unsupervised contact with children. Staff are also secure in their knowledge of child protection procedures, which further protects children's health and safety. All necessary records, documents and policies are in place and stored securely. They are completed with required information and used effectively to promote positive outcomes for children.

The setting promotes inclusion, valuing each child in line with their backgrounds and beliefs. Activities are differentiated to ensure the participation of every child and any form of discrimination is actively challenged. Children's individuality is respected because the setting works in partnership with parents, carers and other providers. This results in the continued exchange of clear information. Parents are kept up-to-date with current issues and events through noticeboard displays and newsletters. Regular open evenings are also held, providing opportunities for staff to discuss children's progress and development with their parents and carers. The manager is further developing practice in this area to ensure all new parents are fully aware of the setting's good communication systems from the outset. The setting has developed the standard of care and learning for all children, by working on the recommendations raised at the previous inspection. The setting's clear system of self-evaluation results in all staff having an ambitious vision as they strive to make further improvements.

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

Children make good progress in their learning and development. They are cared for in three different rooms according to age and stage of development. Each room is equipped with a good range of developmentally-appropriate toys and resources, which are stored to provide children with independent access. For example, each room has a creative area where children can develop their creativity as they engage in messy play activities. Children also access a good range of electronic and programmable toys and resources in each room, which promotes their skills. Activities are planned around children's interests and developmental needs. In the baby room planning is more flexible to account for children's limited attention spans. Within the rising three-year-old room and the pre-school room, activities are planned by key workers for their specific group of children. This ensures the inclusion of all children because planning is more focused on children's specific abilities and interests. For example, a small group of children are engaged in a purposeful learning experience, promoting their awareness and recognition of numbers. All children fully engage in the activity because the key person is able to effectively support and challenge individual children appropriately. Staff use clear observations and assessment systems to track children's progress across each area of learning.

All children are confident and settled in their surroundings. Babies are warmly cared for by attentive staff. The effective use of the small cosy area in the baby room provides sensory experiences for babies, which encourages them to explore and investigate their surroundings. For example, this smaller area can be made darker, enabling children to fully benefit from light sensitive toys and resources. Younger children's early language skills are promoted as staff sit and engage in play with them, continually chatting and singing as they play. Children in the three-year-old room are slowly being introduced to small group time activities. They are encouraged to gradually sit and focus for longer periods of time, for example, at story time, in preparation for their transfer to the pre-school room. All children participate in a good range of adult-led and child-initiated play experiences. However, the organisation of large group time and when children transfer to their smaller group activities in the pre-school room is not always fully effective to ensure all children get the most out of the experience. Children's behaviour is predominantly good, with staff acting as positive role models to re-enforce this. Any minor behavioural issues are dealt with in a developmentally appropriate manner by staff. This helps children to learn the difference between right from wrong. Children interact and play generally well with their peers and they are encouraged to learn about differences and diversity through their play and a range of planned activities.

Children's health and safety is maintained by the vigilant staff team. Clear health and hygiene routines and the exclusion of children when they are ill, contribute to the promotion of children's good health. Pre-school children enjoy daily opportunities to play outside in the fresh air, which promotes their physical skills and well-being. However, opportunities for younger children to explore and play outside are less frequent. Children's social skills are promoted as they sit down to eat their meals and snacks with their peers. Older children are encouraged to be independent as they pour their own drinks and babies are continually encouraged to learn the skills to feed themselves, with staff offering assistance where needed. Healthy meals and snacks are freshly prepared each day and meet children's dietary requirements. Children begin to learn good hand washing practices from an early age, with older children showing an awareness of why they must do this. Older children are also aware how to keep themselves safe during activities. For example, they discuss that the water must remain in the water tray because if it goes on the floor it will make it slippery and they may fall over and bang their head.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
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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