

Scamps Club

Inspection report for early years provision

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Inspector

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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).

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.

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Description of the setting

Scamps Out of School Club was registered in 2003 and is run by a committee. The club operates from a classroom within Scampton Primary School, Scampton, Lincolnshire. A maximum of 32 children aged under eight years may attend the club at any one time. The club currently takes children from four to eight years of age. There are currently 39 children on roll. Of these, 22 children are aged eight and under, of which five are in the early years age group. Older children may also attend.

The club is open Monday to Friday from 7.30am to 9am and from 3.30pm to 5.30pm, term time only. The club supports children with special educational needs and/or disabilities. The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are three members of staff who work regularly with the children. The manager holds a qualification at level 4 in early years and one other staff member is working towards a qualification at level 2 and is also working towards a Foundation Degree. The club has access to further trained staff as required. The club receives the support of the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Scamps Out of School Club is an inclusive setting and everyone, including those with special educational needs and/or disabilities, makes good progress in their learning and development. Children enjoy a good range of play opportunities, both indoors and outside, which meets their needs well. Reflective and focused leadership and a friendly and professional staff ensure outcomes for children are good. Parents and carers hold the club in high regard and the club has a good capacity for further improvement.

What steps need to be taken to improve provision further?

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

- review systems to ensure all staff work collaboratively within the club to share knowledge, question practice and test new ideas by monitoring their interaction with the children
- develop further the use of observations and assessments to make informed decisions about children's progress and plan next steps to meet their development and learning needs

The effectiveness of leadership and management of the early years provision

Procedures for safeguarding and to ensure all staff are suitable to work with children are good. The club has robust recruitment and vetting procedures in place. Staff training for all aspects of protecting children's well-being is regularly evaluated and updated. The setting has robust policies and procedures to monitor children's safety at all times. There are good procedures for the administration of medication, recording accidents and injuries and for fire practises. Risk assessments are conducted regularly, documented thoroughly and are effective in keeping the environment safe. Records are well maintained and securely stored.

The manager is ambitious for the club and staff have high expectations of providing a good service. The efficient organisation of the club contributes well to the children's welfare and the progress they make. Self-evaluation is largely accurate and generally well informed by the views of staff, parents, carers and children. However, systems to ensure all staff work systematically within the club to share knowledge, question practice and test new ideas by interaction with the children is less well established. The promotion of equality and diversity is good. Staff are well trained and effective in identifying any barriers to children's success, such as speech and language difficulties, and drawing on their own skills and those of specialist support agencies to overcome them. As a result, children with special educational needs and/or disabilities are fully supported and included in all activities.

There is a good partnership with parents and carers and they are enthusiastic about the care and support the club provides for their children. They receive regular information on their children's progress and ways in which they can support their learning at home. They are particularly pleased with the friendliness and approachability of all staff and the impact the club has on their children's personal and social development. The close partnership with the host school contributes well to the policies and procedures for promoting children's welfare and the breadth of resources. The club also has established good links with other early years settings, thus further promoting children's welfare.

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

Children are happy and engaged from the moment they enter the club. They are independent and quickly develop good levels of self-confidence. Staff make good use of attractive resources, including information and communication technology, to promote learning and to engage children in decision-making. For example, the Young People's Meetings give children a good opportunity to contribute to ideas for future activities. The staff make observations of children's achievements, which they share with parents and carers. However, the full use of this information to regularly plan for children's next steps in their development and learning is developing.

The club encourages children to have a sense of adventure and children move freely between challenging activities indoors and out. Children feel safe and learn how to handle equipment safely in practical applications, for example when playing outside or cooking. Children are inquisitive and enjoy exploring the natural world. They learn to care for guinea pigs and chickens and grow vegetables in the Scamps Garden. Children's literacy and numeracy skills are promoted well through songs, puzzles and games. For example, children write menus for their Chinese cafe. Adults participate well in children's role play to increase their understanding. They question children well and help them to express their ideas. Children celebrate a number of religious and cultural festivals and a good range of toys and other resources promote positive images of the diversity of their world.

The development of healthy lifestyles is good. Staff are well informed and trained about food hygiene. Children are regularly involved in preparing a wide range of hot and cold snacks, which they thoroughly enjoy and appreciate is good for them. They wash their hands before eating and tidy away plates and cups afterwards. Water is constantly available. There are good opportunities for children to climb, roll, run, jump and dance. For example, they take energetic part in exciting parachute games. There are well planned spaces for children to relax and pursue quiet activities after bursts of physical activity. As a result of the good quality of provision, children's needs are met well overall.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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

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