

Scamps Pre School and Nursery

Inspection report for early years provision

Unique reference number

EY314314

Inspection date

10/11/2011

Inspector

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Type of setting

Childcare - Non-Domestic

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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*.

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Description of the setting

Scamps Pre-school and Nursery is privately run and was registered in 2005. It is located within Littleborough Children's Centre and adjacent to Littleborough Community Primary School in Rochdale. It operates from two play rooms and associated facilities. Children have access to a secure, enclosed outdoor area. The setting is open Monday to Friday from 8.30am to 4pm during term time only.

A maximum of 32 children aged within the early years age group may attend the setting at any one time, of these none may be under two years. There are currently 87 children on roll all of whom are in the early years age group. The setting is registered on the Early Years Register with some children being in receipt of funding for free early education. Children attend a variety of sessions. The setting supports children with special educational needs and/or disabilities and children with English as an additional language.

There are 11 members of staff who work directly with children. Of these, the manager has Early Years Professional Status, five hold a qualification at level 3 in early years and three hold a qualification at level 2 in early years. 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 secure and happy in a welcoming and inclusive environment. Staff know each child's needs well, which ensures they successfully promote children's welfare and learning. They use a broad range of activities and resources to enhance children's learning in the indoor and outdoor environments. On the whole partnerships with parents, external agencies and other providers are successful in meeting children's individual needs. An effective system of self-evaluation, which reflects on practice and identifies and supports areas for improvement is operated. Detailed action plans with realistic and challenging targets are in place demonstrating a good capacity for continuous improvement

What steps need to be taken to improve provision further?

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

- develop further systems to enable parents and carers to review their child's progress and contribute to their learning and development record.

The effectiveness of leadership and management of the early years provision

Emphasis is placed on ensuring children are cared for in a safe environment through effective procedures and practices. For example, a robust recruitment, selection and induction process are in place. In addition, secure vetting procedures are implemented to establish staff's suitability to work with children. Staff have a secure knowledge and understanding of their responsibilities regarding safeguarding. They fully understand their role in following current Local Safeguarding Children's Board procedures if a concern should arise. Annual and daily risk assessments and cleaning rotas ensure children's safety is a priority and a clean, hazard free environment is maintained.

The manager and staff are committed to maintaining and improving practice and keep detailed records of their self-evaluation process and plans for future development. Children and families' opinions are sought and valued and changes incorporated into practice. Recommendations from the last inspection have been successfully addressed. This has had a positive impact on children's learning and development and improved communication with parents and carers. Parents are welcomed into the setting and have formed close relationships with familiar staff. A detailed handbook ensures parents are well informed of policies, procedures and routines. A well used notice board keeps them updated regarding current and future events in the setting and the children centre. However, current procedures to ensure that parents and carers have regular opportunities to add to children's developmental records and review their progress are not established to their full potential. This impacts on parents and carers ability to contribute to their children's learning process.

Equality and diversity are promoted well through a range of posters, displays, equipment and resources, which promote positive images of different cultures, gender and disabilities. Children celebrate a variety of festivals for example, Diwali, Shinto and Christmas. Effective partnerships with external agencies are well established to support individual needs. This is a particularly beneficial for children with special educational needs and/or disabilities and those who have English as an additional language.

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

Children are motivated, interested and make good progress in their learning and development. They are independent and active learners and thrive in a stimulating and spacious environment. Good use is made of the resources and equipment to help develop many aspects of children's learning. For example, children have many opportunities for mark making using shaving foam, sand, pencils and crayons. Children enthusiastically join in singing sessions and listen intently to stories. Staff have developed systems such as the Every Child a Talker (ECAT) project to extend opportunities to develop children's communication skills.

Staff know children well and effectively plan interesting indoor and outdoor activities in accordance with their interests and abilities. Children are encouraged to adopt healthy lifestyles as staff discuss healthy choices and the value of fresh air and exercise. They demonstrate their good understanding as they reveal that yoghurt helps them grow strong. Children are developing good self-care skills as they manage their own personal hygiene routines.

Staff are effectively deployed, which maximises children's choices to explore, particularly in the outdoor area. Staff make best use of learning opportunities as they use a painted 'zebra crossing' to discuss road safety. The provision of waterproof clothing with an inspired storage system supports children's opportunities for outdoor physical development and all weather experiences. This has a positive impact on children's well-being and extends children's learning and development experiences. For example, children are able to investigate natural habitats in a local park using the 'Forest School' approach. Children's understanding of number and size is fostered well through areas of continuous provision. For example, children count the animals in the small world area and discuss sizes during their imaginative play. Children are creative and use a varied range of art and craft materials to produce interesting collages and paintings. These are effectively displayed as children's work is valued and appreciated. Children are proficient in using a range of information, communication and technology equipment. For example, computers, cameras and tape recorders, which helps them develop skills for the future.

Children's behaviour is very good and staff are confident, consistent and supportive in their approach to challenging situations following specific behaviour management training. Most children are kind, caring and willing to take turns and share equipment. Children's understanding of the wider world is effectively nurtured, for instance when they helped to raise funds for an orphanage in Thailand. They demonstrate a good understanding of safety issues, which is further promoted with visits from the road safety unit and the fire service.

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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