

Weardale AM/PM Scamps Ltd

Inspection report for early years provision

Unique reference number EY331497
Inspection date 15/11/2011
Inspector Janet Fairhurst

Setting address Stanhope Barrington C of E School, Westcroft, Stanhope,
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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*.

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

Weardale AM/PM Scamps Ltd is a company limited by guarantee. It operates in a purpose-built unit within the school building of Stanhope Barrington Church of England School near Bishop Auckland and was registered in June 2006 as a Children's Centre. Children have access to an enclosed outdoor play area.

The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is registered to provide care for 34 children. There are currently 22 children aged from birth to three years on roll. Children over the age of three access care in the foundation stage unit. The setting also provides out of school care. It is open each weekday throughout the year from 7.30am to 6pm.

There are seven members of staff employed to work with the children, of whom six hold early years qualification. The setting receives support from the school and the Early Years Coordinator.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

All children are cared for in a safe and welcoming environment where they take part in a suitable range of activities both inside and out. Their individual care and learning needs are met appropriately. As a result, they are making suitable progress through the Early Years Foundation Stage. Most requirements are met. Good systems to actively involve parents and encourage sharing of information pertaining to their child's learning and development needs are in place. However, parental involvement in the evaluation of the setting is not fully implemented.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- obtain from parents information about who has legal contact with the child; and who has parental responsibility (Safeguarding and promoting children's welfare). 30/11/2011

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

- improve planning for each child to make sure learning is personalised and tailored to meet their individual needs
- improve assessment records by recording children's next steps in their learning to help track their progress over time
- develop the systems for self-evaluation to enable parents to contribute to this

process.

The effectiveness of leadership and management of the early years provision

Safeguarding arrangements are robust and used well to ensure that children are safe and secure and feel confident when attending the club. Effective policies and procedures are in place and training and induction procedures ensure that adults have a good knowledge of how to ensure the safety and well-being of the children. All adults are vetted to ensure that they are suitable to work with children and are well qualified. Risk assessments and safety checks are completed daily to minimise any potential dangers. Required documentation is in place for the welfare and safety of children, for example, attendance registers, medication and accident reports are maintained. However, information regarding who has legal contact and who has parental responsibility for the child is not obtained. Therefore the requirement is not met. A suitable range of resources are available and these support children's learning and development appropriately. Children have independent access to most of the activities and resources which enables them to make choices and decisions about what they do. There are no children attending who have special educational needs and/or disabilities. However, the manager is fully aware of the importance of working closely with outside agencies to support children's welfare and development.

Partnerships with parents are good. A wide range of information is obtained from parents about their children's individual needs and development prior to starting. This helps the children to settle and identifies their starting points. Effective systems, including daily books, notice boards and regular discussions, help to ensure that parents receive a clear account of their child's care and development. Parents have good opportunities to get involved in their child's learning. They are able to add information about activities they have done outside of nursery to their child's file or in their day books. As a result, firm links have been made with parents, who are complementary about the nursery. Other partnerships are effective too, such as the strong links with teaching staff in the host school, which eases children's transition into formal nursery education.

The manager and the staff team demonstrate an enthusiasm for their work and are developing their ideas for the future. There is a commitment to professional development for staff so there are opportunities for staff to improve their knowledge and increase their qualifications. They are beginning to successfully use self-evaluation processes to help them identify any improvements to the setting. However, systems to involve parents in this process are not fully implemented. All recommendations from the previous inspection have been suitably addressed. This helps to promote outcomes for children.

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

The setting provides a relaxed, welcoming and homely environment where children are happy and content. Space is organised so children can move around and play freely and staff provide appropriate support, as and when needed. Children are warmly cared for by staff who take time to get involved in their play. At the start of their placement, sufficient information is obtained to ensure children's particular needs can be met appropriately. Staff have developed sound systems for observation, assessment and planning. Observations of children's learning and development are recorded within children's learning journal and are linked to the six areas of learning. From discussion it is clear that staff know their key children well and are able to plan for their next steps in their learning. However, this is not recorded in their learning journal to help track children's progress over time. Planning is focused on the group of children rather than the individual. This means individual needs are not always consistently met.

Children and staff share a warm caring relationship. Children enjoy sharing stories as a group and join in with the noise the characters make. This helps to promote their communication, language and literacy skills. This is further enhanced as children are encouraged to take home story sacks and book bags. A suitable range of mark making resources are available, such as paints, chalks and pencils, providing opportunities for children to develop their early mark making skills. Every day routines and some activities allow children to begin to recognise numbers, shapes and colours. For example, they show their ages by using their fingers to count, they point to shapes and are beginning to name the colours of the pens they are using. Water play is freely available and helps to develop children's coordination skills as they pour, scoop and fill buckets. Children are beginning to learn about the natural world as they plant strawberries and tomatoes and go searching for mini beasts. They have opportunities to learn about the world around them as they walk through the village and enjoy river side walks. Resources, such as telephones, torches and cameras, help children to begin to develop skills for the future.

Children's good health is appropriately promoted. For example, staff provide healthy snacks and meals and discuss the importance of washing hands prior to eating. This helps children to learn about keeping healthy. Children have regular opportunities to be physical. For example, they enjoy the free-flow play between indoor and outdoor play areas and make good use of the soft play facilities which they can access in the school hall. Young children learning to stand, confidently pull themselves up using the sturdy equipment around the room thereby encouraging independence whilst promoting their core strength, balance and mobility. Children benefit from good opportunities to learn how to keep themselves safe, for example, staff take time to explain to them why they must pick toys up from the floor to avoid trips and falls. This is combined with a good range of planned activities to further support their understanding, for example visits to the local fire brigade and regular fire drills. Children's behaviour is managed well. Staff are consistent and use age-appropriate techniques as well as praise to help

children to begin to understand right from wrong. As a result, children are secure and happy in the staff's care.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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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

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