

Weardale AM/PM Scamps Ltd

Stanhope Barrington C of E School, Westcroft, Stanhope, BISHOP AUCKLAND, County Durham, DL13 2NU

Inspection date	06/02/2013
Previous inspection date	15/11/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The environment is on the whole, well-organised and welcoming. Children are able to access a wide range of equipment and resources, most of which are freely available.
- Partnerships with parents, outside agencies and other providers are very effective and contribute to ensuring children's individual needs are quickly identified and met effectively.
- Children are happy and confidently explore their environment, moving freely within the room and the outdoors. Overall, they make good progress in their learning and development.
- Staff demonstrate a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. The thorough implementation of robust policies and detailed procedures successfully promotes children's safety and well-being.

It is not yet outstanding because

- There is scope to provide further opportunities for children to develop independence skills at lunch time and snack time by pouring their own drinks.
- Books are not always accessible to help build upon children's interest in early reading, and develop an interest and appreciation of books.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in all areas of the nursery.
- The inspector talked with staff and children.
- The inspector held discussion with the manager.
- The inspector looked at a range of policies, procedures, records and developmental files.

Inspector

Eileen Grimes

Full Report

Information about the setting

Weardale AM/PM Scamps Ltd was registered in 2006 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose-built premises within the school building of Stanhope Barrington Church of England School near Bishop Auckland. The nursery serves the local area and is accessible to all children. It operates from one room separated into sections and there is a fully enclosed area available for outdoor play.

The nursery employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or above. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 25 children attending who are within the early years age group. The nursery provides funded early education for two-year-old children. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop further opportunities for children to develop independence skills at lunch and snack time through pouring their own drinks
- develop the accessibility of books, so children can access them independently, to enhance their enjoyment and appreciation of books.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

All staff have attended training about the Early Years Foundation Stage. They demonstrate a good understanding of how to implement it well, including how to effectively promote children's learning and development. The wide range of activities provided ensures all children have good opportunities to make expected progress towards the early learning goals. Consequently, they are acquiring the skills for the next steps in their learning and, ultimately, school. An effective induction procedure includes staff gaining children's starting points from parents. Consequently, they are able to provide experiences which build on children's achievements and follow their interests. Children have individual 'learning journey' records. These contain regular observations, which staff use effectively to inform future plans and to monitor their progress.

The flexible routine enables children to make independent decisions and choices, raising their self-confidence. Staff are fully committed to promoting children's communication and language skills. This is evident throughout the setting, for instance, as staff effectively use tone and intonation with babies, extend toddlers' vocabulary and identify syllables with pre-school children. Consequently, children are developing good speaking and listening skills. However, there is scope to further develop the range and availability of books, in order to maximise children's appreciation of books. Children have good opportunities to

learn about and investigate various natural resources. They look at how the ice melts in the water tray and talk about the links with the recent cold, snowy weather. A range of matching, sorting and sequencing activities effectively promote children's mathematical thinking. Children use their imagination well and this is developed into extended and purposeful play. An example of this is when staff make the role play area into a pet shop to enhance children's understanding of caring for different animals.

Very good partnerships have been developed with parents. Staff enthusiastically encourage them to be involved in their children's learning and to recognise the benefits of being actively engaged in their children's play. This includes inviting them into the setting to look at children learning journeys, progress files and to discuss monthly progress reports. Information is also provided on the Early Years Foundation Stage, which enables parents to become more familiar with the areas of learning and the skills children gain from partaking in various experiences. Staff prepare children well for the transition from their setting to school. An example of this is when they give children the opportunity to change their clothes as though they were getting ready for a physical exercise class at school. Consequently, children are gaining important skills to support their future learning.

The contribution of the early years provision to the well-being of children

Staff ensure indoor space and resources are organised effectively each day to create an accessible, welcoming environment for all children. Each child has a key person who works closely with the family as a whole. Consequently, children feel a strong sense of belonging. Staff consistently praise and encourage children, which promotes their confidence and self-esteem well. Staff demonstrate a consistent, calm and positive attitude to managing children's behaviour. Consequently, children are learning right from wrong and are starting to take responsibility for their own actions.

Children are cared for in a clean and comfortable environment, where staff promote good personal hygiene practices. Staff implement good procedures for nappy changing, to ensure children's personal care needs are met well and cross-contamination is minimised. Children have opportunities to develop their self-care skills as they are encouraged to use the toilet independently and put their coats and boots on for outdoor play. The nursery provides a range of healthy snacks and meals, which are provided from the school kitchen. These are served to children in a social setting. However, at these times, children do not have the opportunity to pour their own drinks. This does not help enhance children's self-care skills.

Children are active or restful through choice, and babies sleep according to their individual needs and parents' wishes. Children aged over two years enjoy ample opportunities to use the outdoor area, which has a range of activities including a variety of sit and ride toys. Consequently, they regularly test and develop their physical skills. Younger children have space to crawl and run and occasionally use large soft blocks to develop large physical skills. Children's knowledge about personal safety is encouraged through road safety activities, discussions about the hazards of talking to strangers and regular evacuation drills. This positively contributes to children developing a sense of danger and how to keep

themselves safe. Staff have a very good understanding of relevant policies and procedures, such as the action to be taken regarding a sick child and the administration of medication. This helps to minimise the risk of cross-infection and safeguards children's health.

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

The manager demonstrates a secure understanding of her responsibilities within the nursery. This includes monitoring the planning and delivery of the educational programmes and safeguarding children. The member of staff who takes the lead role on safeguarding children is passionate about protecting children. This ethos is shared enthusiastically by all the staff, who have all completed relevant training. This impacts very positively on keeping children safe. Risk assessments and daily checks of the premises and resources effectively reduce the chance of accidental injury. The robust recruitment procedure ensures all staff are checked with regard to their suitability, qualifications and experience in order to keep children safe. The supervision of staff ensures they receive coaching to improve their personal effectiveness. They access a range of training to improve their skills and qualifications, which impacts positively on the service they provide.

Partnerships are well established with other professionals, including speech therapists, health visitors and the children centre. These make a strong contribution to children's achievements and well-being and are particularly beneficial to children with special educational needs and/or disabilities. The setting works closely with parents to support the continuity of children's welfare and learning. Staff demonstrate a good understanding of the benefits of sharing relevant information with other practitioners where children receive care and education in more than one setting. They are currently establishing links with a nursery where a child is to start in the near future, to enable them to extend and complement activities.

The manager is committed to further improving the setting to benefit the children who attend. Targets set are honest and realistic and build on the good practice already established. These include enhancing the outdoor area to enable younger children to access it more freely. There is a good self-evaluation process in place. Feedback from parents and children enable them to tailor the service provided to those currently attending. There have been many improvements since the last inspection, including the reviewing of the observation and assessment process. This impacts positively on the way staff are able to track children's progress and plan more effectively.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number

EY331497

Local authority	Durham
Inspection number	820569
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	35
Number of children on roll	25
Name of provider	Weardale AM/PM Scamps Ltd
Date of previous inspection	15/11/2011
Telephone number	01388 528218

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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