

Scamps Day Nursery

Scamps Day Nursery, Poplar Road, MACCLESFIELD, Cheshire, SK11 8AT

Inspection date	17/09/2013
Previous inspection date	27/07/2012

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children thrive and make outstanding progress in their learning and development, through staff's use of exceptional planning and assessment, inspired activities and highly impressive interaction.
- The dynamic staff team passionately embrace the characteristics of effective learning as they plan and provide a rich, vibrant environment for children.
- The monitoring of practice is highly successful in the management team's pursuit of excellence, enabling the provision to maintain the highest levels of achievement for children.
- Children have an exceptional relationship with their key person, as they develop secure attachments. As a result, children's well-being is promoted.
- Staff develop impressive partnerships with parents and carers and involve them fully in the nursery and their children's care and education.
- Children are extremely well prepared for their transitions to school.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities, spoke with staff and joined children's play within the baby room, two toddler rooms, pre-school and outdoor areas.
- The inspector spoke to a number of parents to seek their views.
- The inspector sampled records and documentation relating to children's progress and development, staff suitability, safeguarding and welfare.
- The inspector carried out a joint observation with the manager.
- The inspector gave feedback to the management team.

Inspector

Scott Oliver Thomas

Full Report

Information about the setting

Scamps Day Nursery was registered in 2011 under the ownership of I Can Day Nurseries Limited and is on the Early Years Register. It is situated in a purpose-built building, based on the edge of South Park in Macclesfield, East Cheshire. All children have open access to a fully enclosed outdoor play area and also have use of the large adjoining park. The nursery serves the local area and is accessible to all children.

The nursery employs 25 members of child care staff. Of these, two hold appropriate early years qualifications at level 2, 16 at level 3 and four have a degree in a related field. The manager has Qualified Teacher Status.

The nursery opens Monday to Friday, all year round from 7.30am to 6pm. Children attend for a variety of sessions. There are currently 160 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children with English as an additional language. The nursery also receives support from the local authority.

What the setting needs to do to improve further

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

- consider enhancing children's excellent learning outdoors by giving children even more opportunities to take challenging risks to support their exemplary progress.

Inspection judgements

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

Staff are highly creative in their use of resources to provide wonderful, new experiences and opportunities to extend current activities further. Children investigate different resources and explore the concepts of weight as they fill and lift different-sized containers in the sand and make predictions to see if they are heavy or light. Activities that provide opportunities for the use of mathematical language, positional language, shape, quantity, size and pattern are plentiful. For instance, children use strides to measure the width of the wall. Staff maximise opportunities to introduce numbers and counting, such as spontaneously counting children at the snack table and before going outside. Consideration can be given to building on the excellent opportunities for children to take challenging risks in the outdoor area by extending the range of rich and stimulating resources even further.

Staff create a vibrant and highly-stimulating environment for children to play and learn. They motivate and inspire children's curiosity and learning through exceptional support and interaction and challenging activities and experiences. As a result, all children flourish and make outstanding progress in all areas of their development from their individual starting points. Staff complete extensive observations in the first few weeks that children attend and collate all the information to build a detailed picture about the child. They work very closely with their key children's parents to gain comprehensive information about their interests, likes, achievements and specific needs. This enables staff to gain important information about children's development across all areas of learning. Learning is very well supported at home, through the use of home learning tasks and regular meetings to share progress.

Staff place exceptional emphasis on motivating children's learning through play, exploration, problem solving and critical thinking. For example, they foster children's vocabulary and their fascination of the world around them impressively. Children's avid interest in the world around them encourages staff to plan fun, challenging activities that inspire them to use resources and equipment in different ways. Children learn about their community and the wider world. For example, parents who speak different languages visit the setting to read in the home language. This means children with English as an additional language and all children benefit from this innovative approach.

Children's ideas are used proactively to inform planning, so that they take an active part in leading their own play and learning. Frequent observations and very well-documented assessments assist staff extremely well to monitor children's progress and learning. For example, staff evaluate their ongoing observations and focus observations, they recognise the uniqueness of each child and use the information to shape future planning. They routinely evaluate their key children's achievements and rigorously identify new targets for their development. This helps prepare them extremely well for their move to school or the next step in their learning.

Excellent knowledge of their key children's needs enables staff to differentiate and personalise their support for individual children. For example, singing time for the youngest children to develop their listening and attention and on a one to one basis to link sounds to promote children's learning in different ways. Children's language development is skilfully fostered through purposeful conversations at mealtimes, story time and during children's play. Staff repeat phrases back to children to help them consolidate their vocabularies and they introduce new words to them frequently. For example, 'circular' while cutting magnifying glasses and 'transparent' when selecting a see through material. Children develop their literacy skills as they choose stories for staff to read to them and they listen avidly. They confidently answer questions posed by staff that encourage them to talk and think about the story. Staff perceptively facilitate children's speech and language skills, making stories and props available for children to access at any time. These inspire children to recreate stories with their friends.

Children are happy, confident, have fun and enjoy coming to nursery. The fully embedded key person system works extremely well in supporting children's social and emotional well-being. Staff plan one-to-one time with key children, small group work and whole group gatherings and expertly nurture children's confidence and sense of security. Children develop a very positive sense of themselves and respect for others through the fantastic support and excellent activities, which staff provide. Staff work very closely with parents to tailor settling-in arrangements that are specific to children's needs. The warm welcome and highly positive, relaxed approach from staff has a very calming influence on the children. As a result, children are happy, settle quickly and build very close attachments. Children show great independence in choosing what they play with, where they play and whether they join in adult-guided activities. This helps children to feel valued and respected, enabling them to thrive and reach their full potential. They are involved in decision making and readily contribute to activity planning.

Staff help to prepare children for school extremely well by encouraging regular visits from their reception class teachers. Children visit the school where possible and staff show pictures of the school, transition is further enhanced as school uniform is a part of the role play area. As a result, children are extremely well prepared for school. Teaching is rooted in expert knowledge of the Early Years Foundation Stage and how young children learn. Staff use this information well to tailor activity planning and help children to develop the skills, which they will need in the next stage of their learning.

Staff model positive behaviour and negotiation skills expertly. This promotes children's abilities to manage situations sensitively, with increasing independence and self-control. For example, when a group of children, who are working collaboratively with creative materials, are asked politely by a child if they can join in the activity, they readily share some of the materials and also check if their friend has enough for their play. This shows that children build excellent relationships and are very kind, caring and supportive of their friends. Children behave well and follow the rules and boundaries for acceptable behaviour. They know what is expected of them and take some responsibility to manage their own disputes. For example, children's cooperative skills and turn taking are very well supported through the use of timers. Children know the daily routines extremely well, so that they are very settled and have a sense of belonging. They remind their friends that they have five minutes left before tidy-up time. All the children help to tidy their toys, working well as a team to carry heavy boxes and place toys back where they belong.

Continual positive praise, enthusiastic encouragement and meaningful targeted support, successfully promotes children's self-esteem. This inspires the children to persevere and concentrate, show pride in their achievements and to become highly motivated, active learners.

Children benefit from healthy, nutritious snacks and plentiful opportunities for physical exercise and fresh air daily that contributes to their good health. They have fun outside using a wide range of equipment to encourage their physical skills and fitness. Innovative ideas and activities skilfully increase children's awareness of the impact of exercise on their health and well-being. Staff encourage children to talk about dangers that they see and to reflect on why something may be dangerous. For example, they use scissors and

tools safely and confidently explain the need for this. As a result, children show a very good understanding of how to keep themselves safe.

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

Arrangements for safeguarding children within the nursery are extremely good. Children are very safe in their exploration of the environment and are supervised with close surveillance by vigilant staff. This inspection took place following a third party complaint about an alleged accident to a child using climbing equipment in the outdoor area. Ofsted visited and issued a Notice to Improve regarding the recording of risk assessments. This inspection found that staff are fully aware of their responsibilities to keep children safe while using outdoor equipment and can deal with accidents appropriately should they happen. The manager carried out a review of the procedures to identify all risks within the outdoor area and has put in place further guidance for the very close supervision of children while outside.

The manager ensures the safeguarding and welfare requirements are met meticulously. Staff are detailed in their maintenance of the resources through regular safety checks and cleaning. Exceptional organisation, thorough risk assessment and comprehensive awareness of safeguarding issues among all staff significantly enhances children's well-being. As a result, staff prioritise child protection concerns and deal with them effectively, they know who to report any concerns to so children's safety is extremely well promoted. Extensive recruitment and vetting processes and rigorous induction methods ensure the suitability of staff. Staff deployment is very successful in meeting children's needs and careful consideration is given to maintaining their safety at the beginning and end of each session.

The manager demonstrates a first class knowledge of the learning and development requirements and monitors the educational programme highly effectively. As a result, children flourish and are very happy due to staff's commitment to them and the vibrant environment that is highly conducive to learning. The spacious play spaces indoors and outdoors and the extensive range of stimulating, high quality resources and equipment are presented in open, low-level units. This empowers children's independence, nurtures their creativity and inspires their learning extremely well.

The inspirational management team achieve excellence in all aspects of the provision, including sustaining the highest levels of achievement for all children. They motivate the staff and manage their performance and professional development exceptionally well. Staff update their skills and knowledge through frequent staff meetings, supervision and excellent access to regular training. This results in a highly skilled and dynamic staff team, who demonstrate a first-rate knowledge of their roles and key responsibilities within the curriculum. Staff use their new skills and understanding expertly, for example, developing and providing an extremely strong programme for communication and language. At the last inspection it was suggested to provide more flexible resources that can be used in many different ways to facilitate children's play and exploration. The management team

and staff have worked extremely hard to improve this and as a result there have been significant improvements in the quality of role-play opportunities for children.

The management team have very high aspirations for quality and communicate ambition and drive successfully. Staff observations, feedback from parent questionnaires, frequent audits and regular reviews of action plans, provides rigorous and extensive monitoring, analysis and self-challenge. As a result, exceptionally high targets are identified and these have had an outstanding impact on children's achievement and well-being.

Staff liaise extensively with parents and other professionals involved with the children and ensure that outstanding partnerships are fully embedded. The management team skilfully oversees children's transitions between rooms, nursery and school. Staff meet with teachers to share children's progress information. This ensures children's individual learning needs are fully understood and supports smooth transitions. Procedures to monitor and evaluate children's learning and development are highly effective and support the early identification of learning support needs. This enables staff to seek additional help for children quickly. Staff's passionate and exemplary approach to promoting children's education is demonstrated through the high quality support and challenge, which they provide for all children.

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 action. 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	EY433758
Local authority	Cheshire East
Inspection number	933281
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	98
Number of children on roll	160
Name of provider	I Can Day Nurseries Limited
Date of previous inspection	27/07/2012
Telephone number	01625 611 222

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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, which are usually the childminder's 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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