

# Scamps Pre School and Nursery

Scamps Pre-School Nursery, Denhurst Road, LITTLEBOROUGH, Lancashire, OL15 9LD

## Inspection date

04/06/2014

Previous inspection date

10/11/2011

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

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

- Staff have a comprehensive knowledge and understanding of the Early Years Foundation Stage. They use this knowledge effectively to engage children in purposeful learning. Children make good progress towards the early learning goals through well planned and developmentally appropriate activities.
- Leadership and management are strong. The management team undertakes consistent self-evaluative practice to identify areas of strength and weakness. There are effective systems in place to monitor procedures and documentation. This means children benefit from a continuously improving provision.
- Staff have a good knowledge of the safeguarding policy and practice. As a result, children are well protected and safeguarded in the nursery.
- Parent partnerships are strong. Staff work well with parents to provide a consistency of care and involve parents in children's assessments and learning. Partnerships with other professionals are established and support children's needs well.

### It is not yet outstanding because

- Opportunities for children to consistently develop their independence skills at lunch time are not yet embedded in practice.
- Staff do not yet have the opportunity to undertake peer observations, in order to share good practice with one another and raise children's attainment to the highest level.

## 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 and children at play throughout the inspection.
- The inspector spoke with children, parents, staff and the management team throughout the inspection.
- The inspector looked at documentation to ascertain children's progress towards the early learning goals and undertook a joint observation with the deputy manager.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluative practice and improvement plans.

## Inspector

Elisia Lee

## Full report

### Information about the setting

Scamps Pre-school and Nursery was registered in 2005 and is on the Early Years Register. It operates from Littleborough Children's Centre in Littleborough, Rochdale. It is registered to a private individual. The nursery serves the local area and is accessible to all children. It operates from two playrooms and associated facilities. There is an enclosed area available for outdoor play. The nursery employs 12 members of childcare staff. Of these, one holds Early Years Professional status, three hold appropriate early years qualifications at level 4, six hold qualifications at level 3, one holds a qualification at level 2 and one member of staff is unqualified. The nursery opens Monday to Friday during term time only. Sessions are from 8.30am until 4pm. Children attend for a variety of sessions. There are currently 80 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities. The nursery 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:

- extend opportunities for children to develop their independence skills at lunch time
- enhance the professional development of staff through sharing examples of good practice and sharply focused evaluations in order to raise children's attainment to the highest level.

## Inspection judgements

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

Staff have a good knowledge of the Early Years Foundation Stage and provide well-planned activities, which support children's developmental stage. Educational programmes cover the seven areas of learning and offer a wide range of learning opportunities. This supports children in gaining the necessary skills in preparation for school. Regular observations are undertaken of children as they play. This informs staff of children's interest, developmental stage and supports them in identifying children's next steps in learning. Planning is based on children's individual needs, which ensure that activities engage and challenge children in their learning and development. For example, children excitedly gather around a member of staff as butterflies are released into the outdoor area. Children enjoy exploring the life cycle through observing caterpillars and watching cocoons being spun before releasing butterflies into the outdoor environment. Staff pose questions to children, which supports critical thinking skills. For example, 'where do you think the butterflies will go?' and 'do you think they will stay together?' Staff are well

informed about children's interests and engage children in learning. For example, staff have developed a display on dinosaurs as children expressed an interest in dinosaur names. Children are active learners and activities are differentiated according to age and stage of development. For example, younger children enjoy making marks in the sand while older children explore mark making and early writing skills. As a result, children are making good progress.

Teaching and learning is good. Staff understand the Early Years Foundation Stage and use this knowledge well to support learning. For example, staff ask children to identify numbers on number cards before asking them to build towers using construction resources with the corresponding number. Staff support children through effective questioning and by posing challenges to children, such as identifying the number one less and one more. Staff show children how to count the construction bricks, role modelling counting using one to one correspondence. This supports children to develop their number skills. Staff revisit learning, which enhances children's understanding. For example, children talk about the letters in their name and staff ask them to identify individual sounds. Children enjoy identifying different letter sounds and are confident in talking about the letters in their name. Staff promote learning and teaching well. For example, children play in the outdoors using a lollipop stick and road crossing. Staff engage children in discussion about road safety and the role of a lollipop person. This means that different areas of learning are interwoven throughout areas within the nursery. Staff verbally interact with children throughout all times of the day, asking questions and posing tasks. This promotes early language skills and sustained thinking so children become active and confident learners. Children with special educational needs and/or disabilities are supported through close partnership working with parents, purposeful partnerships with a range of health professionals and specialist resources. This enables them to make good progress in their individual learning.

Partnerships with parents are well established and staff greatly value the input of parents into the nursery. For example, parents share information, such as special events and celebration days from the country of their birth. There are effective communication systems in place, which include a designated parent display board, parent information meetings, newsletter, questionnaires and communication books. Staff welcome parents' comments in children's development files and encourage parents to share children's significant achievements undertaken in the home. Parents are involved in children's assessment through contributing to baseline assessments, the progress check for children between the ages of two and three years and children's development files. Staff ensure that parents have access to reference materials, which supports further learning in the home. Parents were consulted during the inspection and were complimentary about the nursery. For example, they comment 'My child's key person talks with me every day about all the activities they have enjoyed' and 'I would recommend this nursery because of the staff. All the staff are great'.

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

An effective key person system is in place. Children start at the nursery on a gradual admission and are allocated a key person, which is flexible to suit children's needs. This

allows children and parents to build purposeful relationships with staff. Parents complete documentation with staff as children start at the nursery to discuss children's care needs, likes and interests. This provides staff with important information about children so that they can understand children's needs prior to admission. Staff are positive role models and interact with children at their level. For example, staff play games with children in the outdoor area, read books with children, sit on the floor with children as they play and role model how to use resources. Staff observe children well and are quick to respond to their needs. Secure attachments are in place and positive relationships are evident. Children often make requests for staff to join them as they play. This indicates that children feel secure and settled. Positive behaviour is encouraged through effective routines, giving children responsibility and by offering praise to children so that their achievements are celebrated. Children listen well to staff and respond to requests, such as when helping to tidy away resources.

Staff have a good understanding of the importance of risk management. Written risk assessments are in place and written policies and procedures support good practice. For example, there is a visitors' access policy in place, which identifies that staff must ascertain that visitors to the nursery have a valid reason to be on the premises. Risk assessments cover all areas of the provision. For example, on outings staff ensure that they are observant about litter, crossing the road at safer points and ensure that children stay together in a line for safety. Daily safety sweeps are also undertaken to ensure that the environment and resources are suitable for children's needs on a continual basis. Staff effectively follow procedures, which support safety. For example, a visitors' book is in use so that staff are aware of all visitors on the premises and the premises are kept secure by staff viewing visitors on a monitor prior to entry. In addition, there is a secure password system in place. Children are building a knowledge of risk through the opportunity to take part in regular emergency evacuations of the building. Children's independence is generally supported. For example, children are encouraged to initiate their own play and use the bathroom independently. However, when children eat lunch, opportunities to be independent is reduced as staff serve children with their food and drinks, rather than encouraging them to do this for themselves.

Children learn about healthy lifestyles through daily access to the outdoor area, walks in the local environment and by accessing a weekly session at a forest school. Here, children have the opportunity to build their knowledge of the wider world as they explore the natural environment. Activities are well planned and engage children's natural curiosities. For example, children make magic potions for dragons, build fairy houses using natural materials and use magnifying glasses to go on bug hunts. Snacks incorporate fresh fruit and vegetables and individual dietary requirements are catered for. At lunch time, children bring packed lunches from home and staff support making healthy options through discussion. Supportive transitions are in place for children and staff meet to discuss children's needs on a regular basis. Teachers are invited into nursery, staff attend local authority transition meetings to share information with other providers and complete a transition document. Children are supported through discussion and the environment, for example, staff have displayed uniforms from local schools. This gives children a chance to observe the different uniforms, discuss their concerns and prepare for change. Children are well prepared as they are in readiness to move on to school.

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

Staff have an effective knowledge of the safeguarding practice and procedures. For example, there are effective reporting procedures in place for allegations against staff members and whistle blowing. Staff are aware of the authorities to contact should they be concerned over a child's welfare. The manager ensures she monitors staff's knowledge through holding regular staff meetings where policies are discussed on a continual basis. This allows staff to be involved with the development and implementation of policies, which supports effective safeguarding practice. Staff supervise children well and consequently, children are suitably protected. For example, the nursery keeps thorough records of accidents, medication administration and attendance, which helps staff to protect children and promote their welfare. In addition, the nursery has procedures in place for the appropriate use of mobile phones and cameras on the premises. There are effective processes for selection and safe recruitment of new staff. The manager ensures that suitability checks are undertaken, induction processes are in place and references are gained prior to any new staff starting at the group. Staff are supported through staff meetings, appraisals and supervisions. The provider is keen to further promote and support staff professional development and has recently begun observing staff as they work. This provides discussion points within supervisions so that staff gain feedback on the quality of their practice. However, there is scope to enhance the system to support staff in sharing good practice among themselves, such as peer observation in order to raise children's attainment to the highest level.

Staff are well informed of children's needs and have a good understanding of how to support children's learning and development. Staff role model how to use the resources, play with children at their level, provide a running commentary with younger children and discuss prior learning with older children. The manager and deputy manager work alongside staff in the main playroom which allows them to model good practice and support continual development. The manager attends regular network meetings and receives support from the local authority, which allows their knowledge to be refreshed and updated. The environment incorporates different areas of learning and the nursery is well resourced. This means that resources can be changed frequently, enhancing areas so that children's learning and interest is maintained. Children's development files are monitored on a regular basis, which ensures that gaps in learning are identified and appropriately addressed through targeted interventions. The management team collate data, which drives improvement. For example, data is collected on children's progress, which may identify a certain area of learning that needs addressing further. Key persons can then plan for children's needs and fill any gaps in learning. Staff attend regular training and have recently attended safeguarding, outdoor play, supporting two-year-old children and parent partnerships. The impact of staff attending training is that staff are able to refresh their knowledge and further support children's learning.

There are comprehensive levels of self-evaluative practice in place. The experienced management team have effectively identified areas of strength and weakness and are proactive in ensuring that the service consistently improves. The management team have developed action plans, work in partnership with local authority advisors, complete

training audits, use parent questionnaires and gain feedback from children if they have enjoyed an activity. Staff have purposeful partnerships with a range of professionals and work in partnership to support children's individual needs. The provider has made links with local schools, health professionals, childrens centre staff, other providers and local authority advisors. Information discussed with professionals about children's needs is shared with parents. Therefore, a consistent approach is in place, which supports children as they move through the early learning goals. As a result, children's needs are well 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

<b>Unique reference number</b>	EY314314
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	977195
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	40
<b>Number of children on roll</b>	80
<b>Name of provider</b>	Michelle Richardson
<b>Date of previous inspection</b>	10/11/2011
<b>Telephone number</b>	01706 373 212

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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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