

Scampton Playmates

The Playhouse, Gibson Road, Scampton, LINCOLN, Lincolnshire, LN1 2TR

Inspection date

26/08/2014

Previous inspection date

14/01/2011

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

- Children are happy, confident and secure within the nursery because staff develop close relationships with them. They are encouraged to be independent, which promotes their confidence and helps them develop good self-care skills.
- Improvements are well targeted and prioritised effectively to enhance the learning and development experiences that children receive, which contributes to the consistently strong progress they make.
- The nursery is led and managed effectively. The manager monitors the educational programmes and children's progress well, and ensures that staff are supported in their professional development.
- All staff are committed to safeguarding children. They fully understand their roles and responsibilities and the procedure to follow should they have any concerns.
- Parents feel their children's learning and development is well supported and that they are kept well informed about their child's progress.

It is not yet outstanding because

- Children's critical thinking and problem solving skills are not always as well promoted as other aspects of their learning.

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.

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 had a tour of the nursery with a member of staff and held discussions with the manager.
- The inspector carried out a joint observation with the manager.
- The inspector observed adult-led and free-play activities taking place in the playrooms and outside area.
- The inspector took into account the views of parents and carers spoken to on the day.
- The inspector checked evidence of the suitability and qualifications of staff working with children and the nursery's self-evaluation and improvement plan.

Inspector

Hayley Ruane

Full report

Information about the setting

Scampton Playmates was registered in 1997 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in self-contained premises in Scampton, Lincolnshire, and is managed by a voluntary committee. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs 15 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3, and four at level 2, including one with Qualified Teacher Status. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 5.30pm. Children attend for a variety of sessions. There are currently 117 children attending, 56 of whom 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.

What the setting needs to do to improve further

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

- challenge and extend children's thinking so that they problem solve and express ideas at the highest levels, for example, by extending the use of open-ended questions.

Inspection judgements

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

All children make good progress because they have a rewarding time at the nursery. The manager and staff create a welcoming, friendly atmosphere so that children soon settle. A strong focus on promoting children's interests and choices means they feel valued and included, and many activities are child-led. As a result, children become increasingly independent. They are confident about making decisions and are eager to take part in activities. Staff make useful observations of children's learning and development and key persons collect this information in individual, special books. They carefully assess the children's level of development and plan activities that they know children will find interesting. This helps to maintain children's curiosity so that they persevere with tasks and generally achieve well in all aspects of their learning. Effective and clear systems for tracking children's learning show that the nursery has a comprehensive understanding of individual children's learning needs. Identified gaps or strengths in children's development are recognised and acknowledged in planning for individual needs.

Children explore malleable dough using accessories, with which they mould, push or press to make shapes. Children use simple tools to practise their hand-to-eye control. Staff use good teaching during such activities, by enhancing learning with new vocabulary and offering general support to children's social skills. Staff support children's growing

understanding of risk and challenge as they balance on wooden beams and blocks. Children copy staff members as they move around the obstacle course and jump off the end, as they count 'one, two, three'. This helps them to learn the correct order that numbers come in. However, staff do not always build on children's own thinking and problem solving skills as they do not always make good use of open-ended questions to stimulate conversation and encourage children to express their own ideas.

Staff introduce children to their local community when they make excursions to local parks and shops. This extends children's learning about their environment. Children are encouraged to have some awareness of the wider world because they take part in planned activities to celebrate some cultural festivals, such as Diwali and Christmas. Children are articulate and confident to initiate conversations. They talk about their play and what they will do. As children are such capable communicators in the toddler and pre-school rooms, they make their needs and wishes known clearly. This good ability helps them to prepare well for their future learning and in readiness for starting school. Teachers and children from the school visit the nursery to talk to the children about routines at the school and to form a buddy system, so that children are familiar with people when they move. Visits to the school are arranged to further support children with their move. The nursery is well resourced and organised effectively, inside and outside, to include low-level storage containers, which support children's independence in selecting and putting away toys. Children develop a good range of physical skills as they use a selection of wheeled toys in the garden with ease and confidence. They practice their large muscle skills as they climb up and down the hill, which further enhances their balance and coordination skills.

Where children have special educational needs and/or disabilities, they are supported by the skilful intervention of the staff in liaison with relevant agencies. The special educational needs coordinator for the nursery is dedicated to identifying children's individual needs, subsequently, they begin early interventions to ensure those children who may need extra support receive it in a timely manner. Communication with parents is good with regard to sharing information to ensure that every child makes as much progress as they can. Parents receive regular updates, both verbally at drop off and collection times, and through daily diaries for children in the baby room. They attend parents' evenings and receive regular newsletters regarding activities taking place at the nursery. The good partnerships with parents ensure consistency of care and learning. The progress check carried out for children between the ages of two and three include comments from parents and is used well to inform them about their child's development in the prime areas of learning. It is used effectively to identify any gaps in learning at an early stage so that swift action can be taken.

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

Children are very happy and emotionally secure because they have settling-in sessions depending on their need, until they become used to the staff and the nursery. They form close bonds with staff who effectively meet all their needs through daily sharing of information with parents. Staff work closely with parents so that they continue younger children's routines and work together on potty training and other care issues, so that

children benefit from a consistent approach. Staff are very caring and comfort children with cuddles if they are tired or upset. They adapt routines to suit the needs of the younger children so that they are secure and can sleep when they need to. Children are encouraged to develop their independence through everyday tasks, for example, by selecting their own shoes and washing their hands before meal times.

Children's awareness of developing a healthy lifestyle is promoted through the provision of healthy snacks and through regular outdoor physical play opportunities. A variety of healthy snacks are offered and children are encouraged to access these independently in the pre-school and toddler rooms. The nursery staff prepare the food daily and children's allergies are clearly displayed to ensure dietary requirements are met. Staff are fully aware of each child's individual health and dietary needs and maintain clear records, policies and procedures to ensure that these are addressed appropriately. Children are clearly familiar with the routine, washing their hands independently before selecting a cup and plate, before joining the table in the pre-school room. Children are encouraged to pour their own drinks and make independent food choices. Children in the toddler and pre-school room enjoy making pitta bread pizzas in preparation for their lunch and ask 'can I eat it now?' Staff sit with the children and encourage them to talk to their peers, promoting their personal, social and emotional development. Children use the garden area to grow their own fruit and vegetables, further promoting healthy practices and their understanding of growth and decay. Children manage their own risks as they play. For example, they negotiate the multi-level surface outside safely, understanding the potential hazards.

The key-person system works well and good information is gathered from parents to ensure their child's individual needs are met. Effective emotional support from their key person continues as children move to the next room by visiting the room together. Similarly, children are emotionally well prepared by staff to move on to school. Staff organise space and resources to create a stimulating and clean environment, in which children develop strong self-help skills. For example, children access a wide range of resources and easily help themselves to toys, or to drinks of water when thirsty. Children's behaviour throughout the nursery is good. The practitioners apply consistent boundaries and offer children positive encouragement to help them manage negative feelings.

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

The manager and her staff have a good understanding of their roles and responsibilities in safeguarding children. They receive regular safeguarding training to keep their knowledge up to date. Staff implement a comprehensive range of policies and there are clear procedures to follow should staff have concerns about the safety and welfare of children. Managers use a robust safe recruitment procedure that includes obtaining references, suitability checks and interviews to ensure that staff are suitable and work effectively with children. New staff receive a detailed induction and are supported by the room leader to become familiar with the nursery's policies and procedures. A range of policies are used by staff to enable the setting to run smoothly and risk assessments are displayed that cover all aspects of the setting and resources. Staff with food hygiene qualifications support the

effective implementation of routines that reduce the risk of cross-contamination during the preparation of food.

The management team have a good understanding of the Early Years Foundation Stage requirements. The manager competently leads a dedicated staff team. She leads by positive example and often works alongside her staff, enabling her to assess their performance and monitor the provision for children. The manager and room leaders carry out a regular and well-embedded system of annual appraisals and team meetings. Staff report feeling well supported and value the access they have to training support. This supports a positive working environment and their continuous professional development. Staff track and monitor their own groups of children and the manager has an overview of all children's learning and development. She is able to identify gaps in children's learning and talk to children's key persons to implement activities and learning opportunities, to build on their progress.

From the outset, positive relationships are developed with parents and carers as both children and their families are given a warm welcome. Effective settling-in arrangements help to reassure new children and their families. Parents' views are sought about the quality of the nursery provision and their feedback and any concerns are followed up. They are given newsletters and are well informed about nursery life. Parents spoken to are positive in their comments and clearly value the service that is offered. For instance, they comment that they are always kept well-informed of events coming up and that the nursery is really well organised. The nursery has good lines of communication with other professionals, and staff attend meetings to support children with additional needs. Self-evaluation is seen by the manager as a valuable improvement tool to monitor practice and to decide on priorities for improvement. This demonstrates her commitment to offering children and their families a good-quality service.

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	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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	253469
Local authority	Lincolnshire
Inspection number	866742
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	60
Number of children on roll	117
Name of provider	Scampton Playmates Committee
Date of previous inspection	14/01/2011
Telephone number	01522 731581

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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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