

Stanley Scamp's O.S.C.

Marton United Reform Church, Wordsworth Avenue, BLACKPOOL, Lancashire, FY3 9UR

Inspection date	27/11/2014
Previous inspection date	04/06/2010

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 are actively engaged throughout the session with a wide range of highly stimulating activities and resources, which are tailored towards their individual interests. As a result, children are extremely enthusiastic and motivated learners.
- Expert teaching consistently helps all children to make rapid progress in all areas of learning and development.
- Practitioners are enthusiastic and enjoy spending time with the children. As a result, extremely close attachments and positive bonds develop quickly between the practitioners and the children.
- Practitioners prioritise children's safety and welfare. They use their wide knowledge of child protection and implement effective safeguarding procedures to protect children.
- Partnerships with parents are exceptional. Practitioners involve parents extremely well in their child's care and learning. Through a shared approach, practitioners ensure that children's school learning is complemented.

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 observed activities in the main hall, club room and outdoors.
- The inspector conducted a joint observation with the owner.
- The inspector held meetings with the owner of the club.
- The inspector asked the practitioners questions about their practice at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and a range of other documentation, including the safeguarding procedures.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to during the inspection.

Inspector

Amy Willoughby

Full report

Information about the setting

Stanley Scamp's O.S.C. was registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Marton United Reformed Church Hall, in the Marton area of Blackpool, and is privately owned. The club is adjacent to Stanley Primary School and is accessible to all children. It operates from the main hall, quiet room and club room. There is an enclosed outdoor area at the front of the building with both grassed and hard surfaces. The club employs seven members of childcare staff, of whom six hold appropriate early years qualifications at level 2 and 3. The manager, who is the owner, holds a National Vocational Qualification at level 4 in management. The club operates Monday to Friday, term time only. Sessions are from 7.30am until 9am and from 3.15pm until 5.30pm. Children attend for a variety of sessions. The club also provides care during school holidays from 7.30am to 5.30pm. There are currently 117 children on roll, 65 of whom are in the early years age group. Advice, support and training are gained 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:

- enhance the already excellent range of activities and experiences in the garden to further support children's development across all areas of their learning and development.

Inspection judgements

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

The quality of teaching is consistently high across all areas of learning. Practitioner's enthusiastic and expert teaching enables all children to be actively engaged and highly focused on the stimulating activities provided. Practitioners continuously recognise children's interests as they develop and provide activities to reflect these. They also plan extremely well around each child's stage of development and current events. For example, children are proud to show off their creative designs they have made to display on the Christmas notice board. As a result, children develop a sense of achievement and enjoy sharing this within their friendship groups. Practitioners offer an effective balance of adult-led activities, with a stronger focus towards child-initiated activities. This is because the practitioners allow children time to develop their chosen interests while promoting individual skills. Children confidently access all resources available to them and share these with other children. Consequently, children are self-motivated to learn and encourage each other to do well.

Practitioners promote children's communication and language development by talking about real life experiences. For example, children enjoy telling practitioners about their

next birthday and allowing them to guess their age. Children confidently initiate conversations and talk imaginatively to each other while they play. As a result, children learn about their friends and develop close relationships to support them while playing. Older children are offered opportunities to complete their mathematics homework during the session, while younger children enjoy watching. Children make advances within their literacy development. Older children develop their writing skills through scripting letters to their friends, while younger children enjoy expressing themselves through their marks on paper after observing how others make different marks. Consequently, children master the skills needed to support them in their next stage of learning and development, and complement their school learning.

Practitioners have a clear understanding of what children already know and can do. They use this knowledge to actively encourage children to have a go and develop a new skill. For example, children master sticking intricate resources onto their collage to represent other objects. As a result, children's imaginative skills are flourishing and extended further. Younger children complete All about me records with the support of practitioners. These include details of children's ideas when they first start at the club. Practitioners use this information to support children's settling-in process, to ensure it is smooth and effective. Children's All about me details form the basis of their assessment records. Practitioner's record detailed observations when a child achieves something new. They use these as an ongoing tool to assess children's progress, which they share continuously with parents. Consequently, parents are kept well informed of their children's learning and achievements.

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

Children are extremely happy while attending the club. This is because they are offered reassuring and welcoming settling-in sessions before they begin in reception. Parents are invited into the club to observe how the session is run, and observe interactions between older and younger children. As a result, parents confidently choose to send their children and are very pleased with how they are mixing within varied age groups. Children feel safe and secure while attending the club. This is because practitioners are warm and friendly and offer support when it is needed. Therefore, children's emotional security and well-being are a strong focus throughout their practice. Practitioners show enthusiasm and delight when a child shares their stories with them or proudly shows them their creative art work. Consequently, children develop close attachments with the practitioners, which provides them with confidence to build positive relationships with others.

The main playroom provides children with a wide range of stimulating resources and activities to suit the various age groups. Practitioners know the children exceptionally well and plan activities to meet the needs of specific groups of children. For example, younger children enjoy using their imaginations as they play with the small world equipment. As a result, children settle quickly into the session and demonstrate they are ready to continue their learning. Children are highly industrious. As a result, their behaviour is exemplary. Children learn to play together cooperatively, to share, take turns and to negotiate. This is because the practitioners use positive and consistent rules and boundaries throughout the

session. Children know what is expected of them and fully understand the routines and expectations. For example, children know when to tidy away their toys. They are confident to ask practitioners what goes inside the bag, for example, the big or the small cushions. Consequently, children respect their surroundings and the resources that belong there. The club operates a robust and effective buddy system. Older children escort younger children across the road from the school to the club. This continues inside as they support the younger children to hang their coats and bags up and help them settle into the learning environment. Younger children learn well from the older children. As a result, they quickly become confident and emotionally equipped as they move between the club and school.

Children learn to adopt a healthy lifestyle through exercise, fresh air and nutritious food. They make excellent use of the outdoor area, where they are provided with endless opportunities to develop skills, such as running, jumping, skipping and throwing. Children enjoy playing games outside with the practitioners, for example, throwing the ball through the hoop. As a result, children learn how to perfect their skills and effectively use their healthy strong bodies. Children learn how to make positive food choices to promote their good health. They are provided with varied, well-balanced and nutritional snacks. They confidently choose from a selection of fruit and vegetables and carry this independently to the table. The buddy system continues in the dining room as older children support the younger children to open their cheese slice or spread butter onto their toasted tea cake using appropriate knives. Consequently, children learn how to take new risks safely. Children are self-assured to clear away their own plates and cutlery before continuing to play. Therefore, children's independence is exceptional and they are developing a sense of responsibility. Practitioner's implement robust care and hygiene routines and promote children's understanding of these extremely well. Consequently, children manage their own personal hygiene and understand to wash their hands before snack and after using the toilet. As a result, children's self-motivation and self-confidence are outstanding.

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

Children's safety and welfare is at the heart of all practitioners' work. Safeguarding procedures are followed rigorously and the owner fully complies with the safeguarding and welfare requirements of the Early Years Foundation Stage. Practitioners have all received safeguarding training and all have a comprehensive understanding of child protection. They are all aware of possible signs and symptoms of child abuse and neglect and know what to do if they have concerns about a child's welfare. All policies and procedures are securely in place and translated effectively into practice by practitioners. The owner ensures all policies and procedures are readily available for parents to view. As a result, parents, visitors and other professionals are kept well-informed about how the club is organised to keep children safe. Robust risk assessments are completed of all aspects of the club that children have access to. Practitioners use these well by completing regular safety checks to minimise all identified hazards. The club is secure, indoors and outdoors. The front door is kept locked at all times to prevent the risk of unauthorised access.

Recruitment procedures are vigorous and ensure all practitioners have appropriate qualifications, experience and have completed Disclosure and Barring Service checks to verify their suitability to work with children.

Practitioners and the owner have established exceedingly strong partnerships with parents, children, the wider community and the local school. They always ensure they are available to talk to parents when they wish and use effective communication methods, such as a text message service. As a result, parents are well informed of events and changes at the club. Practitioners and the owner value parents as primary contributors to their children's learning and actively discuss children's progress daily. Practitioners observe children's interests, and along with the information parents' contribute, provide activities to best suit the large group of children attending. The owner confidently talks about what works well within the club and is highly motivated to continue this to improve the club further. She works well with the local authority and accepts new ideas and ways of working. The owner has made significant progress since her previous inspection, with developing an area for planting and growing fruit and vegetables. Children take ownership of this area throughout the summer months and learn about various produce and how they grow. The owner has further plans for the outdoor area and has identified this in her improvement plan. In addition to these, there is still scope to consider ways of making even more use of the excellent space and facilities outdoors, in order to provide a wider range of activities that maximise children's experiences.

Parents speak very highly of the club and the services it has to offer. They confidently talk about how settled their children are and the progress they have made since attending. They describe the practitioners and the owner as amazing. They complement their hard work, particularly how they implement behaviour strategies and work consistently with the local school. As a result, parents say they would highly recommend the club to others. Practitioners and the owner work in partnership with the local school and have established a safe and secure place to meet and greet all children from the school. This enables registers to be taken efficiently and messages to be passed on effectively, including children's medication. The key practitioners responsible for the reception children work in close partnership with the reception staff within the school and the nursery staff attached to the school. Consequently, children's moves between the club and school are successful and effective communication ensures that their school learning is complemented.

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	EY346425
Local authority	Blackpool
Inspection number	849412
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	59
Number of children on roll	117
Name of provider	Rachel Davina Howson
Date of previous inspection	04/06/2010
Telephone number	07900 493 065

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

