

Weardale AM/PM Scamps Ltd



Stanhope Barrington C of E School, Westcroft, Stanhope, Bishop Auckland, County Durham, DL13 2NU

Inspection date	25 November 2016
Previous inspection date	6 February 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Teaching is good. Staff regularly observe children's play and plan activities that build on what they already know and can do. This helps to promote the good progress children make in all areas of learning.
- The manager demonstrates a strong capacity to build on her already good provision. She seeks feedback from other professionals and parents to help her evaluate the provision and make plans for future developments.
- Staff are very attentive and children form warm, trusting relationships with them. They settle very quickly into nursery. This helps to promote children's emotional well-being and they demonstrate high levels of confidence and self-esteem.
- Parents are very happy with the care and learning provided and share information about children's achievements. This helps to provide a consistent approach to support children's development and to extend the learning that happens in nursery.

It is not yet outstanding because:

- Staff do not always organise group activities well enough to enable younger children to be as fully involved in their learning as older children are.
- Occasionally, staff do not promote children's concentration, listening and attention skills to the highest levels as children move between routines and planned activities.
- Children's creative development is not always promoted to the highest levels. Staff do not always provide enough opportunities for children to explore, investigate and be freely creative.

What the setting needs to do to improve further

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

- organise group activities more effectively so younger children are as fully engaged in their learning as older children are
- review and improve the management of routines and planned activities and provide children with even more opportunities to develop their concentration, listening and attention skills
- provide even more opportunities for children to be freely creative and to explore and investigate a range of materials.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She also spoke to staff and children at appropriate times during the inspection.
- The inspector looked at relevant documentation, such as the nursery's self-evaluation, accident and incident records, and evidence of the suitability checks carried out on staff working in the nursery and company directors.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Clare Wilkins

Inspection findings

Effectiveness of the leadership and management is good

Staff are well qualified and experienced. This contributes to their good knowledge of child development. Arrangements for staff support and supervision are effective. The manager supports them to build on their knowledge and skills. For example, they attend regular training courses and share ideas among the team. This helps to build on the already good teaching. The arrangements for safeguarding are effective. Staff are vigilant and know what action to take if they have a concern about a child's welfare. Staff have developed effective partnerships with other settings and schools. Arrangements to share information help to consistently promote children's progress and support them at times of change. The manager checks on children's learning and uses her findings to plan effective education programmes that promote children's continued progress.

Quality of teaching, learning and assessment is good

Staff know children well. They provide a good range of activities and experiences that appeals to children and builds on their interests. Staff check children's progress against expected levels of development and quickly identify those who may need additional support. Planning is responsive to children's individual needs and staff tailor activities to promote their progress. They provide an effective balance of planned activities and opportunities for children to lead their own learning. Children's mathematical development is supported effectively. Staff encourage children's familiarity with numbers throughout routines and activities. For instance, they guess and count how many scoops of sand it will take to fill up their hands. Children have many opportunities to practise their developing physical skills. Babies enjoy crawling, rolling and sliding on the indoor play gym and older children develop balance and control as they ride bikes and scooters outdoors.

Personal development, behaviour and welfare are good

Staff offer children lots of praise and support them to work together. For example, they work cooperatively to tidy the rooms. Children develop a sense of respect and understanding for one another and begin to form friendships. Staff support children to meet their own self-care needs effectively. For example, babies feed themselves from an early age and older children manage their own clothing. This helps to promote their developing independence and prepare them for when they start school. Children benefit from a good range of nutritious meals. They learn how to keep themselves safe and healthy as staff talk about the importance of handwashing. This helps to promote their physical health and well-being. Staff provide children with clear boundaries and teach them right from wrong. Children respond well and their behaviour is good.

Outcomes for children are good

All children make good progress. Children who have special educational needs are very well supported. Finely tuned teaching and individual plans help to ensure they make the best possible progress. Most children achieve well and those who need additional support in some areas of learning catch up quickly. Children learn key skills in literacy and mathematics. They engage in stories and singing activities that introduce numbers, words and sounds. This helps to prepare them for later, more formal learning in school.

Setting details

Unique reference number	EY331497
Local authority	Durham
Inspection number	1060931
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 3
Total number of places	34
Number of children on roll	30
Name of registered person	Weardale AM/PM Scamps Ltd
Registered person unique reference number	RP526145
Date of previous inspection	6 February 2013
Telephone number	01388 528218

Weardale AM/PM Scamps Ltd was registered in 2006. The nursery employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-year-old children.

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