

Inspection of Scamps Pre School and Nursery

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

Inspection date: 15 January 2020

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children appear happy, content and settled at this welcoming nursery. They enjoy playing with a range of good-quality, age-appropriate toys and resources. Children engage well in their play and show positive attitudes towards their learning. They become enthralled while exploring the texture of slime. Outdoors, children become excited as they sweep puddles of water, make marks in bubbles and use chalk to draw features of their body on the ground.

The manager and her staff team are good role models and have high expectations of children. Children are well behaved and understand what staff expect of them. They play well together, take turns and share resources. For example, they use plastic crates to build bridges and take turns while balancing on low-level beams.

Children giggle with delight while dancing to music and show good physical dexterity during yoga sessions. Older children eagerly participate in cooking classes delivered by a local community group and become calm while completing mindfulness activities. Children's emotional well-being is given high priority. Staff ensure that they meet children's individual needs and work in partnership with parents to support this. Staff take time to get to know children and their families.

What does the early years setting do well and what does it need to do better?

- The leadership and management of this setting are strong. The manager and her team are dedicated to helping children thrive. They work hard to remove barriers to learning. Detailed self-evaluation is in place and priorities are carefully monitored. The capacity of leaders to continually improve is good.
- Staff provide children with rich curriculum experiences which build on what children know and can do. Gaps in children's learning are targeted well and they make good progress. Overall, children are eager to participate in activities and show good listening skills. However, the organisation of some group-time activities results in some children losing interest.
- Children have meaningful opportunities to learn about the world around them. They learn about similarities and differences between themselves and others. Children are taken to visit local schools and places, such as taking their poppy decorations to the Cenotaph. The nursery encourages children and their families to make donations to local charities. Children are confident individuals and are well prepared for life in modern Britain.
- In the main, children's communication and language skills are well promoted. Children listen to stories and confidently speak to one another during their play. However, staff do not consistently model and extend language development to the highest level, through effective interactions with children.
- Care practices are good. Children manage their own self-care needs and are

encouraged to be independent, such as when taking off their shoes and washing their hands. Children brush their own teeth and check in the mirror that they have washed their faces properly after eating.

- Children eligible for additional funding make good progress. Leaders consider how this funding is spent and check it is making the intended difference for the children. Staff support children who speak English as an additional language well. Liaison with external professionals and parents help children to develop a good grasp of English. Children with special educational needs and/or disabilities make good progress. Intervention plans are monitored closely and include the views of parents and external professionals.
- Staff spend time getting to know children and their families during the settling-in period. Children are well supported during transition into the nursery and throughout their move to school. They settle quickly and behave well.
- Partnership working is strong. Secure links are in place with parents, the children's centre, local schools, and the wider community. Parents are kept well informed about their children's time at the setting and their learning and development. Parents comment on how friendly and caring staff are. A variety of courses and events are arranged for parents to help them support their children's learning and development.
- The dedicated manager leads a well-qualified staff team. Overall, a comprehensive programme of training, supervision and support develops the knowledge of staff. This helps to enhance practice and improve outcomes for children. The manager takes the necessary steps to reduce workload. Staff comment how they feel valued and supported.

Safeguarding

The arrangements for safeguarding are effective.

The premises are safe and secure. Staff are deployed well and supervise children with vigilance. They have a secure understanding of how to keep children safe and protected from harm. Staff know how to identify and refer children causing them concern, to promote their welfare. Robust arrangements are in place to ensure all staff are suitable to work with children. Leaders ensure that all staff attend safeguarding training provided by the local authority and that their knowledge is kept up to date.

What does the setting need to do to improve?

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

- refine the organisation of group-time activities to ensure children are kept fully engaged and motivated to learn
- provide incisive feedback to staff around their interactions with children, to enhance children's communication and language skills to the highest level.

Setting details

Unique reference number	EY314314
Local authority	Rochdale
Inspection number	10106626
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	40
Number of children on roll	42
Name of registered person	Richardson, Anne Michelle
Registered person unique reference number	RP512875
Telephone number	01706 373 212
Date of previous inspection	4 June 2014

Information about this early years setting

Scamps Pre School and Nursery registered in 2005 and is located within Littleborough Children's Centre, alongside Littleborough Community Primary School. It employs eight members of childcare staff, all of whom hold relevant childcare qualifications at level 3 or 6. The nursery opens Monday to Friday during term time only. Sessions are from 8am until 4.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

David Lobodzinski

Inspection activities

- A learning walk was conducted with the manager and inspector.
- The inspector observed the learning environment inside and outdoors, and the ways staff interact with children. He evaluated the impact this has on children's learning.
- Discussions were held throughout the inspection with the manager, staff, parents, children and a representative from the on-site children's centre.
- The inspector viewed relevant documentation, including evidence of the suitability and training of staff.
- A joint observation was carried out by the inspector and the manager.

We carried out this inspection 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020