

Inspection of Scamps Club

Scampton Primary School, High Street, Scampton LN1 2SD

Inspection date:

14 March 2022

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Met

What is it like to attend this early years setting?

This provision meets requirements

Children enjoy their time at the out-of-school club. Children are eager to hear about what activities have been set out for them to play with. They say 'wow', and give a thumbs up as staff explain what is available. Children are keen to take part in activities. For example, children enjoy decorating magnifying glasses. They concentrate as they stick wobbly eyes and foam pieces onto the handles. Children show good social skills. They share ideas, show interest in each other's work and praise each other for doing a good job. Children are confident to do things for themselves. They make choices about their play, place their coats and bags in lockers, and clear away their rubbish after snack.

Children embrace outdoor play. Staff supervise children as they confidently hang upside down on monkey bars, kick footballs, and chase their friends over climbing nets. This supports their developing muscle strength and coordination skills. Children readily say please and thank you. Staff provide gentle reminders, where necessary. For example, when children search for bugs near nettles, staff remind them of the rules. Children know the nettles may sting and hurt them. This helps children understand how to play safely.

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

- Staff provide a good range of resources and activities, which allows children to make independent choices in their play. Children choose activities that suit their interests. For example, some children want to learn how to play darts, while others take chalks outside and draw pictures on the playground. Children make requests for other stored resources to extend their activities. This helps children develop the confidence to do things for themselves.
- Staff teach children what is expected of them during daily routines and activities. They are good role models and provide consistent advice and guidance to children. For example, children helpfully tidy away resources, take their plates away after snack and they take turns and share with each other. To this end, children learn to respect resources and show kindness towards others.
- Children are developing their small-muscle skills well. Staff introduce new challenge by teaching children how to quill. Children persevere as staff help them follow instructions. They twirl strips of paper around pencils and beam with pride when they succeed. When children find the task difficult, staff support by role modelling what to do. Children are keen to keep trying. This further supports children's early writing skills.
- Staff support children's language and communication skills well. They engage in conversations with children and listen to their views and opinions. For example, children take turns to tell staff about their weekend. Staff ask children thought

provoking questions and give them time to think and respond. This helps children become confident communicators and further develops their social skills.

- Staff provide children with healthy snacks. They use this time as a learning opportunity and hold conversations with children. For example, children know that healthy food makes their body strong and gives them energy. Staff provide reminders for children to wash their hands. Children know this is to wash away germs. Children are developing good hygiene practices.
- Staff enjoy working at the club and feel well supported by leaders. The club works closely with the school. They both strive to meet the individual needs of the children. Children have developed positive and warm relationships with staff. They say they 'love' the staff and their favourite things to do are play outside and eat snack. This contributes to the positive atmosphere within the club.
- Partnership with parents is strong. Leaders are keen to involve parents and work hard to ensure they know families well. Parents speak highly of the setting. They state their children enjoy attending and that children are eager to talk about what activities they have taken part in. Parents feel their children are developing confidence skills.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of the different types of abuse and the possible signs that may indicate a child is at risk of harm. They know what procedure to follow if they have concerns. They are confident in their knowledge of how to report concerns about another member of staff. All staff have completed relevant and up-to-date safeguarding training. The setting is secure and routinely checked to ensure the ongoing safety of children. Leaders carry out safer recruitment checks to ensure the ongoing suitability of staff working with children.

Setting details

Unique reference number	EY268471
Local authority	Lincolnshire
Inspection number	10143272
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	4 to 11
Total number of places	16
Number of children on roll	41
Name of registered person	Scamps Club Committee
Registered person unique reference number	RP908440
Telephone number	07821 134400
Date of previous inspection	12 January 2015

Information about this early years setting

Scamps Club is based in Scampton, Lincolnshire. It registered in 2003. It is run by a voluntary management committee and operates from the main hall within Scampton Primary School. There are two members of staff, one of whom holds a relevant early years qualification at level 3. The provision operates term time only, Monday to Friday. The Breakfast club runs from 7.15am until 8.50am, and the out-of-school club runs from 3.30pm until 5.30pm.

Information about this inspection

Inspector

Susan Hyatt

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The headteacher and the inspector completed a learning walk together of all areas of the provision.
- Children spoke to the inspector about what they enjoy doing while they are with the out-of-school club.
- The inspector observed interactions between staff and children.
- The inspector carried out a joint observation of a craft activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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.

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