

Inspection of Scamps of Benson Ltd

10 Churchfield Lane, Benson, WALLINGFORD, Oxfordshire OX10 6SH

Inspection date: 23 February 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are settled and happy. The 'family feel' of the nursery has a positive impact on children's sense of belonging. Staff organise the day so that children get to know all staff. Children show they feel safe and secure with key staff who look after them for most of the day. Children also show delight at seeing other staff from around the nursery. Throughout the nursery, children and staff look pleased to be there and that they are enjoying their day. Staff are clear to children about behavioural expectations. The consistency of routines helps children understand what is expected of them. Children happily cooperate, which adds further to the calm, yet purposeful learning environment.

Staff plan a clear programme of learning for all children. As children progress through the nursery they take part in a well-considered range of learning experiences, that build over time on what they already know and can do. Staff are especially effective at supporting children's language development. Staff adapt how they talk to children. They repeat words and phrases to babies and younger children, who respond by then using the words in context. For example, older babies who have heard the word 'tasty' used a lot as they play then use this to describe their lunch. Older toddlers delight in repeating the phrase 'wibble wobble', which they have heard used to describe unstable towers of blocks.

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

- Staff use assessments well to identify what children need to learn next. They then plan and deliver activities with clear learning intent in mind. For example, they identify that older children can recite numbers confidently but are less confident about the connections between numbers and quantities. Staff then plan activities to focus on this aspect of mathematics.
- From a young age, babies and children learn to use resources purposefully. For example, staff teach babies and toddlers how to use toy crockery, food and cutlery to make and enjoy pretend meals. Children are then able to use this understanding in their independent play. This helps ensure play is meaningful and children have the skills they need to practise developing skills on their own.
- Staff understand the benefit of repeating activities with children to ensure they really understand what is being taught. Younger children learn the words to songs and stories because staff revisit the same ones regularly. Older children show they have learned well from the range of activities staff have delivered to teach them about recycling and the importance of looking after the environment.
- Overall, staff deliver good quality teaching. They interact well with children, helping them practise new skills and learn new things. However, there are some inconsistencies in staff's confidence to fully support children to get the most out of some activities on offer. Leaders recognise the need to monitor staff practice

even more precisely to swiftly identify how best to support staff to build further on their teaching skills.

- Staff, through their care, kindness and good cheer, build children's confidence and self-esteem. Children receive lots of praise for what they can do. Staff encourage children to keep trying as they master new skills. Children develop good levels of perseverance.
- Staff understand the benefits to children's future health of developing healthy habits. They want children to enjoy following an active lifestyle. With this in mind, they start the day with a programme of energetic exercise for toddlers and older children. Staff working with babies encourage them to crawl, climb and move around the room.
- Staff use technology in safe and appropriate ways to enhance children's learning. For example, staff show children videos of families celebrating different festivals to help children learn about their own and other cultures. Children are closely supervised around technology to keep them safe. However, staff have not fully considered how to build further on this so children begin to build an awareness of the potential risks of using technology too.
- The manager and the deputy managers are an effective and committed team. They recognise each other's strengths and work together well to maintain high standards of care and education. Staff feel valued for the contributions they make to nursery life.
- There are warm, professional and effective partnerships between staff and parents. Staff facilitate an effective two-way flow of information between home and nursery. This enables a consistent approach to meeting children's care and developmental needs.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- sharpen arrangements for monitoring staff practice, to enable support for staff to be more focused on enhancing their teaching skills further
- provide children with more opportunities to learn how to use technology safely.

Setting details

Unique reference number	EY261414
Local authority	Oxfordshire
Inspection number	10311746
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 11
Total number of places	75
Number of children on roll	150
Name of registered person	Scamps Of Benson Limited
Registered person unique reference number	RP906313
Telephone number	01491 835047
Date of previous inspection	9 April 2018

Information about this early years setting

Scamps of Benson Ltd registered in July 2002 and operates from Benson, in Oxfordshire. The nursery opens each weekday from 7.30am to 6pm, for 51 weeks of the year. It also provides before- and after-school and holiday care for older children. There are 11 members of staff, 10 of whom hold appropriate early years qualifications between level 2 and level 5. The provider offers funded education for children aged two, three and four years.

Information about this inspection

Inspector

Sarah Holley

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 her evaluation of the provider.
- The inspector and the deputy manager completed a learning walk together and discussed the early years curriculum.
- The deputy manager and the inspector carried out a joint observation.
- Parents and children shared their views and the inspector took these into account.
- The inspector held meetings with the manager, who is also the provider, and the deputy managers to find out about the leadership and management of the setting.

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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