

Inspection of Scamps

65a Strathmore Road, TEDDINGTON, Middlesex TW11 8UH

Inspection date: 16 July 2025

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

The passionate and dedicated team creates a fun and welcoming environment. Staff greet children and families warmly and take time to understand each child's needs, interests and routines. This means children separate from their parents with ease and confidently explore the wide range of exciting activities on offer. Staff use what children are interested in to plan stimulating learning experiences that support their natural curiosity. Children look for insects and use identification charts to find out what they are. They investigate how water moves by pouring it through channels and filling different containers, exploring concepts like volume and flow through hands-on play.

Leaders use funding effectively to support all children. They provide meaningful experiences such as interactive sessions with animals, building a sensory garden, and French lessons, which broaden children's horizons. Staff extend learning through carefully planned activities like food tasting, where children explore a variety of textures and smells. Staff use descriptive language, such as 'Peppery' or 'spicy', to help children get used to a wide range of foods. These experiences help all children, including those with special educational needs and/or disabilities (SEND), to make good progress.

Staff model kindness and cooperation, helping children learn to take turns, share, and support each other. These expectations fosters a positive, inclusive atmosphere where children feel safe, respected, and ready to learn.

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

- Children benefit from a well-sequenced curriculum that builds on what they already know and need. Staff use regular observations to understand each child's starting point and use their interests to plan purposeful activities. These tailored experiences support each child's individual development. As a result, all children make good progress.
- Staff support children to develop their physical abilities by providing lots of opportunities for active play. Staff encourage balance and coordination by guiding children to walk across planks placed between tyres. They show children how to do this safely by stretching out their arms to steady themselves. As a result, children gain control over their bodies.
- Staff help children learn to become independent. For example, children cut their own fruit, wash their own dishes, and help set the table for meals. These opportunities help children build confidence and feel proud of what they can do. This helps children to become more self-reliant, and means they are ready to face new challenges, including starting school.
- The setting uses visual aids to help children make sense of what they hear. Staff

display key words from children's home languages around the setting and use these to support children's understanding. They invite parents in to read stories in their home languages. However, staff do not always give children the time they need to respond during interactions, which reduces their opportunities to practise using words and speaking confidently.

- The setting promotes children's health by encouraging positive habits and sharing information with families. Children participate in supervised toothbrushing sessions, encouraging awareness of how to keep their teeth clean and healthy. The setting also shares healthy recipes from different cultures with parents, helping families support nutritious choices at home. This promotes children's good health.
- Staff use praise when children behave well. The setting provides quiet spaces for children to calm down when needed, helping children manage their feelings. However, staff do not always step in to guide children when gentle reminders are needed. This means children have fewer opportunities to understand how to behave appropriately.
- The setting works closely with parents and other professionals to support each child's development and well-being. They use advice from specialists to create individual plans to meet children's needs and review these regularly with parents. The setting offers workshops, such as potty-training sessions, to equip parents with practical strategies for home. This strong partnership ensures children receive consistent care and guidance both in the setting and with their families.
- The leaders at the setting are highly reflective and use training effectively to improve outcomes for children. They encourage staff to attend relevant courses and share new ideas with the team, ensuring everyone stays up to date. This thoughtful use of training and reflection helps create a supportive, high-quality environment where all children can thrive.

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:

- support staff to improve their questioning techniques by allowing children more time to think, process, and respond
- offer children more consistent reminders of the expectations for their behaviour, to further encourage their understanding of how to behave appropriately.

Setting details

Unique reference number	149951
Local authority	Richmond Upon Thames
Inspection number	10399627
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 11
Total number of places	100
Number of children on roll	108
Name of registered person	Stanley Combined AM/PM Project Ltd
Registered person unique reference number	RP519180
Telephone number	020 8943 9313
Date of previous inspection	9 December 2019

Information about this early years setting

Scamps registered in 1993. It is based in purpose-built premises in Teddington in the London Borough of Richmond. The provision is managed by a non-profit making limited company. The provision includes a breakfast club, a pre-school group and an after-school club. The pre-school group operates from 9am to 3.15pm Monday to Friday. The breakfast and after-school sessions operate from 7.30am to 9am, and 3.15pm to 6pm. The setting employs 10 members of staff, six of whom hold appropriate early years qualifications at level 3 and one of whom holds an appropriate early years qualification at level 2. The manager has qualified teacher status. All provisions operate during school term times only. The setting provides funded early education for all eligible children.

Information about this inspection

Inspector

Jenny Selvakumaran

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The deputy manager and inspector carried out a joint observation of a group activity.
- Parents spoke to the inspector and shared their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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