

# Scamps Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY433758
<b>Inspection date</b>	27/07/2012
<b>Inspector</b>	Nicola Nolan

<b>Setting address</b>	Scamps Day Nursery, Poplar Road, MACCLESFIELD, Cheshire, SK11 8AT
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<b>Type of setting</b>	Childcare - Non-Domestic

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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## **Description of the setting**

Scamps Day Nursery has been registered under the ownership of 'I Can Day Nurseries Limited' since 2011. It operates from four play rooms in a single storey building on the outskirts of Macclesfield town centre, East Cheshire. It is adjacent to one of the many parks in the area and serves the local community. A maximum of 98 children may attend the nursery at any one time. There are currently 131 children attending who are within the early years age range. The nursery is open each weekday from 7.30am to 6pm. It is closed for public holidays and for a week over Christmas. Children have access to enclosed outdoor play areas. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 17 members of staff who work with children. In addition, the owner/manager also works with the children as their teacher. Of the staff employed, 16 hold appropriate early years qualifications at level 3 or above. The owner/manager has Qualified Teacher Status.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children are immensely happy and excited by the learning opportunities offered in this well-resourced, spacious and homely environment. A dedicated and highly committed staff team are led by an inspirational, exceptionally supportive manager. Partnerships with parents are exemplary as their involvement is paramount to the vision of the nursery. Self-evaluation is rigorous and drives improvements exceedingly well. Planning and assessment wholly support individual needs and, as a result, children thrive and make excellent progress in their learning and development.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- providing flexible resources that can be used in many different ways to facilitate children's play and exploration. For example, recyclable resources for role-play.

## **The effectiveness of leadership and management of the early years provision**

Children are extremely well protected as the manager has a 'Safer Recruitment' certificate which ensures recruitment and vetting procedures are robust. Staff have an excellent knowledge and understanding of safeguarding procedures and scenarios are discussed at staff meetings to further secure their understanding. As

a result, children's welfare is given a high priority. Highly effective risk assessments take place daily by different members of staff to ensure potential hazards are highlighted. Regular fire evacuations and safety checking of fire equipment are an exceptional part of maintaining children's safety at all times.

The environment has been beautifully refurbished to maximize space and includes a wealth of exciting resources that are well organised and labelled clearly. This encourages children to choose toys independently and is highly effective in supporting learning. The environment is also significantly enhanced with resources that the children are currently interested in and this motivates them to learn enthusiastically. Recyclable resources are used in craft activities and reflect the setting's commitment to sustainability. However, the setting has few natural and flexible resources and this may limit children's ability to develop their creativity. A highly successful key person system also ensures children's individual needs are met.

Children's experiences are continually improving as the manager is reflective and self-evaluates her practice highly comprehensively. The vision for the future is to 'achieve excellence in early year's education and care working with families'. Within the short time the nursery has been taken over there have been vast improvements to practice. For example, a Parent's Committee has been created to ensure parents are central to decision making and act on behalf of all the families in the nursery. This exceptional self-evaluation shows the nursery's outstanding commitment to continuous improvement.

The nursery is committed to promoting equality and diversity and has a member of staff solely responsible for this. Children learn about differences through sharing stories, playing with resources and celebrating festivals. Children with different languages feel included as words in their language are used by the staff and are displayed in the nursery. This means the nursery celebrates differences positively.

The nursery works in close partnership with parents and important information is shared successfully. For example, parents come to regular progress meetings where children's current interests are used to plan their next steps in learning. This ensures parents are fully included and that their contributions are valuable.

Children also benefit from the innovative ways the nursery develops partnerships with other professionals. For example, teachers from local schools are invited into the nursery to meet the children. This maximises the chances of highly successful transitions by working closely and sharing information with other providers to meet children's individual needs.

## **The quality and standards of the early years provision and outcomes for children**

Children are well settled and feel safe and secure in the nursery because the staff are very experienced and protect them from harm. For example, staff remind children not to throw resources that are hard as they might hit and hurt someone.

Children are extremely well behaved as they are always busy doing interesting and inspiring activities. Staff are always eager to praise and encourage their achievements and consistently follow the behaviour policy. This supports children's developing self-esteem and enables them to make a positive contribution.

Children's personal hygiene skills are developing well because there are daily routines in place. For example, the staff show the children how to wash their hands correctly and sing songs to support them. Children learn about healthy eating as the staff talk to them about food that is good and bad for them. They benefit from the fresh food that is cooked daily on the premises and develop their self-help skills as they serve their own food. Children are developing exemplary physical skills in walking, running, jumping and climbing because they have regular outdoor play opportunities in the nursery and at the local park. This ensures children are having a very healthy lifestyle.

Staff are extremely well qualified and experienced and they purposefully provide a rich, varied and imaginative environment. Children achieve excellent results, make progress against their starting points and benefit from individual planning. This ensures all children learn at their own pace and children with special educational needs and/disabilities and English as an additional language have their learning supported. Children enjoy their learning because the staff implement the Early Years Foundation Stage very effectively and enable the older children to plan their own learning. They record the children's achievements through observations and assessments and consult with parents. This ensures the learning is very purposeful.

Children learn to count as numbers are used in ways which are highly appropriate to them. For example, staff talk to the children as they apply sun cream, 'one arm, two arms'. Pre-school children throw bean bags into bowls of water outside to count how many they get in and work out if they get 'more' or 'less' than their friends. They laugh and jump in excitement as the bean bags splash into the water. This means the children enjoy their learning because it is fun. They develop literacy skills as books are freely available in inviting areas. For example, children take books into a cosy den area outside where they talk to each other about what they read. Children enjoy 'letters and sounds' sessions and learn about words that rhyme. Early writing skills are developed as they use marker pens to write their names on their paintings. Children learn about the wider world through exceptionally well planned activities. They learn to investigate and explore the natural world when lambs are brought into the nursery for them to feed and stroke. Information and communication technology resources are also available for the children and dancing and music are enjoyed as a compact disc player is used. Babies smile, rock and clap as staff sing nursery rhymes and encourage them to shake musical instruments. Children enjoy building on large scales outside; staff support children's ideas as they pretend they are on a 'boat'. As a result, creative skills are developing very well and they are developing skills for the future. Overall, children are making excellent levels of progress towards the early learning goals in all areas.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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