

Inspection of Scamps

65a Strathmore Road, TEDDINGTON, Middlesex TW11 8UH

Inspection date: 9 December 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

The manager and her team create a warm and welcoming community environment. Children demonstrate that they feel happy, safe and secure, and they develop close bonds with the staff and their friends. This has a positive impact on children's behaviour, attitudes and emotional well-being. Children are actively engaged in a wide range of experiences and are motivated to learn. For example, children collect leaves from the garden to make autumn pictures and enjoy mixing the ingredients to make bread. On occasion, staff do not make the most of opportunities for children to practise and use numbers and counting.

Children enjoy a stimulating environment, indoors and outdoors, and have plenty of opportunity to be physically active. Children show good levels of concentration and have a positive approach to learning. They have easy access to a wide range of resources and confidently make their own choices of what they would like to play with. For example, children enthusiastically work together to decide what to cook in the role-play kitchen.

Staff work closely with parents and other professionals to ensure children receive the support that they need. They talk to parents daily about children's achievements. Parents speak highly about the nursery and are happy with the care and education their children receive.

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

- Staff regularly observe children and assess what they understand, know and can do. As a result, staff plan a range of activities to support children's learning across all areas of the curriculum. Staff organise the resources and environment in an exciting and interesting way to help capture children's interests and keep them engaged in their play.
- The quality of education is good. Nonetheless, staff miss opportunities in their interactions with children to promote the development of numeracy skills, such as counting.
- New children settle extremely well and quickly develop a sense of belonging. Parents report that the key person takes care of their child, records improvements and informs them of their child's progress. Staff regularly offer support and guidance to enable parents to continue their child's learning at home.
- Staff promote children's communication and language development well. Children listen to engaging stories and enjoy music and singing sessions. Children are eager to join in with additional activities provided by external professionals, such as French lessons.
- Managers and staff support children with special educational needs and/or

disabilities (SEND), and those in receipt of additional funding. They work closely with parents and other professionals to ensure interventions are in place to close gaps in children's learning.

- Staff provide engaging opportunities for children to practise mark making and develop their early writing skills well. For example, children enjoy chalking outdoors and painting in the 'messy' room. They use tongs to serve their snack, which helps to develop their fine motor skills.
- At times, staff do not provide children with routine support to help them understand safe practices fully, with particular regard to the way they move around indoors.
- Children learn with enthusiasm across all areas of the curriculum and work at levels that are typical for their age and stage of development, including those in receipt of additional funding.
- Overall, children behave well at the nursery. Staff give lots of praise and encouragement, and use effective methods, such as distraction, discussion and negotiation, to help children manage their own behaviour and build relationships with each other.
- Children have lots of opportunities to learn about healthy lifestyles. They enjoy regular outdoor physical activity, such as running, climbing and balancing. Children develop a range of independence skills, for instance when they cut and serve their snacks and put on their coats and boots to go outdoors.
- The manager meets with staff to help them reflect on their practice. Staff have a positive attitude towards continuous professional development and complete relevant training courses, which improves the overall quality of the provision.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff keep their safeguarding and child protection knowledge and training up to date. They have a good understanding of the signs and symptoms of possible abuse and the procedures to follow if they have any concerns about a child's safety or welfare. Staff complete daily risk assessments. Children take an active part in checking the outdoor environment, and this helps them to build an understanding of how to keep safe when outside. Effective staff deployment helps to ensure children are supervised well at all times.

What does the setting need to do to improve?

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

- improve the development of early number skills and incorporate numbers and counting routinely and effectively into activities and interactions with children
- better support children to identify risks indoors and learn how to keep themselves safe.

Setting details

Unique reference number	149951
Local authority	Richmond Upon Thames
Inspection number	10128395
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	2 to 4
Total number of places	68
Number of children on roll	19
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	13 June 2014

Information about this early years setting

Scamps registered in 1993. It is a multi-purpose provision, based in a single storey building in Teddington in the London Borough of Richmond. The provision is managed by a non-profit making limited company. Scamps is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The provision includes a breakfast club, a pre-school group, wraparound care, an after-school club and a holiday playscheme. Children from the local community attend all provisions. Children attending wraparound care and the after-school and breakfast sessions are collected from, and delivered to, two local schools.

The provision supports children with SEND and children who speak English as an additional language. The provision is in receipt of funding for the provision of free early education to children aged three and four years.

The after-school and breakfast clubs, wraparound care and holiday playscheme operate at separate times. The pre-school group operates from 9am to 12.15pm Monday to Friday. Wraparound care sessions operate from midday to 3pm. The breakfast and after-school sessions operate from 7am to 9am, and 3.15pm to 6.30pm. All provisions operate during school term times only. The holiday playscheme operates from 8am to 6pm during all school holidays, with the exception of two weeks at Christmas. A team of 19 staff work with the children. The provision receives support from the local authority.

Information about this inspection

Inspector

Frances Oliver

Inspection activities

- The manager and the inspector carried out a learning walk to understand how the early years provision and curriculum are organised.
- The quality of teaching was observed indoors and outdoors. The inspector assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the management team and reviewed a range of documents, including policies, procedures and evidence of staff suitability.
- Discussions were held with staff, children and parents. The inspector took account of their views and opinions.

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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