

Inspection of Stanley Scamps O.S.C.

Marton United Reform Church, Wordsworth Avenue, Blackpool, Lancashire FY3 9UR

Inspection date:

8 August 2025

**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 are at the heart of the vibrant club, and their views and opinions are sought out and considered well. Children choose from a wide range of fun resources and activities, such as crafts and construction. Staff are on hand to help them with homework or to read with them and chat as they relax. Children play outside each day, benefiting from the fresh air after their day at school. Staff support children with their social skills at the busy club as they mix with others of all ages. Children enjoy snacks and meals with their friends. Staff support children to make choices about their play and about how they spend their time at the club.

Children take part in themed days, such as about space and days where they dress up, wearing their pyjamas to club, for instance. They are involved in choosing the themes and have fun with their friends, taking part in related activities. Staff plan interesting outings to enhance children's experiences, such as a trip to the zoo or a nature walk in the local area. Children listen carefully to safety briefings before outings and follow instructions well. They understand that the rules, such as to stay with their assigned group leader, are to help keep themselves and others safe. Staff give clear explanations of their expectations and are excellent role models. Children enjoy their time at the club and behave very well.

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

- Staff support children as they develop their personal and emotional skills. When children experience frustrations in regulating their emotions, staff are ready with clear strategies to support them. Children learn to navigate friendships and begin to understand how their own behaviour affects others. They become confident and competent in the skills they need to thrive throughout life.
- Staff support children and families as they navigate modern life and technology, including discussing potential online risks. Staff give information to parents to help them to keep their families safe. Children develop healthy attitudes towards screen time and learn the skills they need to assess and manage risk for themselves.
- Staff build strong relationships with parents and encourage them to be involved in the club. For instance, parents who work in the emergency services visit to talk to children about their roles. Children also enjoy visits from those who work with guide dogs for the blind. This helps children to learn more about those who help us in the community and supports partnership working with families.
- Children who are new to the club have an older buddy to support them. This helps younger children to feel welcome and safe. Their buddy makes sure they have someone to play with and that they understand the rules and routines. Older children enjoy the sense of responsibility that being a buddy affords them.

All children build positive self-esteem and confidence at the club.

- Each year group of children has key members of staff who act as their liaison with school and with parents. This helps to support daily communications with parents and enables staff to get to know children well, despite the busy nature of the club. Children and families feel valued and their individual needs are understood well.
- Children with special educational needs and/or disabilities (SEND) are well supported. Staff gather plenty of information from parents and liaise with school staff and other agencies where needed. Leaders add their expertise to external assessments for children with SEND to help them gain the support they need. All children are offered appropriate support at the club.
- Leaders are passionate about promoting the life chances of children and young people. Some young people who have attended the club themselves as children, return as helpers. The young helpers are an asset to the club and inspire children to think about future careers and helping others. For instance, they discuss their volunteering roles building schools in other countries. Young helpers are positive role models for younger children.
- Leaders are reflective and seek out the views of parents, children and staff to inform positive changes within the club. Leaders monitor staff's practice and source appropriate training to enhance their knowledge and skills. Staff well-being is thoughtfully considered. Leaders are committed to making the club the best experience they can for children attending.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	EY346425
Local authority	Blackpool
Inspection number	10399145
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 12
Total number of places	80
Number of children on roll	168
Name of registered person	Tax, Rachel Davina
Registered person unique reference number	RP906333
Telephone number	07900 493065
Date of previous inspection	21 November 2019

Information about this early years setting

Stanley Scamps O.S.C registered in 2007 and is located in Blackpool. The club is privately owned and operates from Marton United Reformed Church Hall. The club employs nine members of childcare staff. Of these, five hold an appropriate qualification at level 3, and one at level 2. The club is open Monday to Friday, from 7.15am to 9am and from 3.15pm to 5.30pm, during term time and from 8.30am to 5.30pm during school holidays.

Information about this inspection

Inspector
Amy Johnson

Inspection activities

- The inspector viewed the club and discussed the safety and suitability of the premises.
- Children spoke to the inspector about what they enjoy doing while at the club.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The registered individual spoke with the inspector about the leadership and management of the club.
- The inspector observed the interactions between staff and children.
- The deputy manager and the inspector carried out joint observations of group activities.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation, which was provided on request.

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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