

# Scamps Pre School

Inspection report for early years provision

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<b>Unique reference number</b>	141113
<b>Inspection date</b>	22/06/2009
<b>Inspector</b>	Stephanie Matthews
<b>Setting address</b>	Spetisbury C of E Primary School, Spetisbury, Blandford Forum, Dorset, DT11 9DF
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<b>Type of setting</b>	Childcare on non-domestic premises

## 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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Scamps Preschool opened in 1997 and is registered on Early Years Register and both parts of the Childcare Register. It operates from a classroom attached to Spetisbury Hall and Slopers First School, set in the village of Spetisbury, approximately three miles from the town of Blandford Forum. The preschool is run by committee of parent volunteers and provides full day care for 16 children from aged two to under five years. The preschool is open Monday to Friday, term time only from 09:00 to 15:30. They are registered to receive the government funding for three and four-year-olds. There are currently 31 children on roll, of whom 21 are funded. The preschool supports children who have learning difficulties and/or disabilities. The accommodation consists of a classroom, of which the preschool have sole use of. They have access to kitchen and toilet facilities and use of the school hall. They also have access to the school outdoor play areas. The school has facilities for those with disabilities. The preschool employs a qualified manager who holds NVQ Level 3 in childcare and education. She is supported by five members of staff, of whom three have NVQ Level 2 or 3 qualifications. Another member of staff hopes to complete Level 2 later in the year, three members of staff have paediatric first aid qualifications.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. The setting provides a good level of care and education for children. It is fully inclusive and caters well for children with learning difficulties and disabilities and those who are using English as an additional language. Staff are well qualified, available space is used well and there is a clear focus on review, evaluation and continuous improvement. The quality of leadership and management is good as is the capacity for further improvement.

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

To further improve the early years provision the registered person should:

- improve facilities for free-flow between indoor and outdoor play
- provide more opportunities for children to make choices and gain independence

## The leadership and management of the early years provision

The leadership and management of the setting are good. The manager is very effective and provides good leadership. She is well supported by her deputy and the other members of staff who work as a team to ensure the smooth running of the setting. There is a clear emphasis on self- evaluation and review leading to change and improvement. Staff are well qualified and the setting shares ideas and activities with another local provider. It is well supported by Dorset Sure Start and by the adjacent primary school. The committee is active in fund raising and

improving accommodation and its members meet regularly. It is planning to open a breakfast and after school club. The manager has ensured that all safeguarding requirements are met and that risk assessment procedures are effective and thorough. All issues raised in the previous inspection report have been addressed and assessment procedures are good. Parents are very supportive and those questioned think that provision meets their needs well. The setting provides lots of information about children's progress and invites parents into the setting on three occasions a year to discuss this. The accommodation available has been much improved recently and more outdoor space is available. The setting is working closely with the adjacent school to improve outdoor resources and to provide a covered area. The setting has a clear record of continuous development and has a good capacity for further improvement.

## **The quality and standards of the early years provision**

Children settle well and enjoy pre-school because the setting meets their needs well. The key worker system ensures their welfare and helps to monitor their progress. Individual parents comment on the noticeable gains made in social development and in speaking and listening. The 'Home Share' books provide parents with information about progress and details of forthcoming events and activities keep them involved with what is happening. Children enjoy a wide range of indoor activities but the accommodation does not allow easy access between the indoor and outdoor space. Children play outside regularly in all weathers because the setting provides coats and boots. They can enjoy gardening, construction toys and bikes but not climbing equipment because there is no safe surface for this. The children were observed particularly enjoying a plastic tunnel and the sand pit purchased through their own fundraising.

Indoor activities are very varied and the setting has a good range of books and toys and provides good access to computers. When the role-play area is used as a caravan children learn about the travelling community and about people who have different lifestyles. They celebrate festivals such as Divali and also enjoy links with the local church. They are well prepared for school because they attend assembly and other activities such as the nativity play.

Care has to be taken because the setting has only one room that includes a kitchen area that is freely accessible to children. This kitchen area allows the preparation of food and a school kitchen can be used for cooking. Children understand about healthy eating and were observed enjoying cheese dip with breadsticks and carrots. They understand the link between food and growing things because they take home mustard and cress that they have grown themselves. They also keep tadpoles and caterpillars to help them understand about wildlife. The setting shares toilets with the school so that children are less independent because they have to be accompanied when using them. There is one wash basin in the setting itself and children have to wait in line to wash their hands. This teaches them to wait for others and is made a fun activity because they sing while they wait.

Children make a good contribution by sharing and cooperating when playing

together. They help clear up after indoor and outdoor play sessions. One child confidently announced 'its clearing up time!' They are also involved in fund-raising for example a name the teddy stall at the school fete and in making play dough for sale. They particularly benefit from the excellent reward system where they can gain 'Rainbow Rewards' and certificates. They self register with pictures and they are good at sustaining concentration, often playing for some considerable time with something that really interests them. The organisation of activities and snack time is quite structured and children would benefit from more independence and free choice. Assessment information is readily available and can be shared with the school. Children enjoy an enjoyable and secure experience in preschool and they are well prepared for their next stage of education.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met