



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 141113

DfES Number: 512999

### INSPECTION DETAILS

Inspection Date 22/10/2003  
Inspector Name Lorraine Sparey

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Scamps Pre School  
Setting Address Spetisbury First School  
Spetisbury  
Dorset  
DT11 9DW

### REGISTERED PROVIDER DETAILS

Name Scamps Pre-School 1023883

### ORGANISATION DETAILS

Name Scamps Pre-School  
Address Spetisbury First School  
Spetisbury  
Dorset  
DT11 9DW

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Scamps Pre-school opened in its current setting in 1997. It operates from Spetisbury First School in the village of Spetisbury. They use a large classroom attached to the main school. They have sole use of the room. There is a playground directly outside the playroom which they use for outdoor play. They also have use of the school field and adventure playground.

The pre-school is registered to provide care for 15 children aged three to five years. It serves the local area and wider community. The registration does not include overnight care.

There are currently 22 children on roll, this includes 15 funded three year olds and three funded four year olds. Children attend for a variety of sessions and full days. The pre-school supports children who have special needs and children who speak English as an additional language.

The pre-school opens five days a week during school term time from 09.00 to 12.00 and during some terms they offer an extended session on Monday and Tuesday 09:00 to 15.30, and on Friday a rising five's session.

Six staff work directly with the children, five of whom have early years qualifications. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP) and participates in the Dorset "Quality For All" Quality Assurance scheme.

### How good is the Day Care?

Scamps Pre-school provides good quality care for children and the staff have a broad knowledge of the National Standards.

The group is well organised allowing all the staff to work directly with the children throughout the session which results in the children being happy and confident. The staff work hard to create a welcoming child orientated environment with children's

creative displays all around the walls. There is a broad range of toys and equipment, with low level storage units that allows the children to freely choose resources. The preschool have policies and procedures, which are regularly reviewed and shared with parents, however some of the policies require updating in particular the child protection and equal opportunities.

The staff ensure children's safety, providing a safe and secure environment, teaching children about safety in every day activities. The staff promote good hygiene procedures and practices throughout the session and children follow practices instinctively. Healthy snacks and drinks are provided and children can access water throughout the session. The staff value all children and support diversity through themes and resources. Some staff are clear on protecting children, however others lack knowledge in procedures to follow.

The staff plan and offer a wide range of activities and interesting play opportunities ,utilising their environment well and meeting children's individual needs. All staff show a genuine interest in playing and talking with the children enabling them to develop and progress. Staff are clear and consistent in their approach to behaviour, which results in the children being well behaved and considerate to their peers and staff.

The staff establish excellent relationships with parents ;they are invited to be very involved in the preschool and are kept very well informed of their children's progress.

#### **What has improved since the last inspection?**

At the last inspection the group agreed to ensure that anyone responsible for the preparation and handling of food complied with any environmental health requirements, to develop written staff induction procedures, and display a valid insurance certificate. The group also agreed to increase knowledge in child protection procedures.

The group has made very good progress and all actions have been met. The environmental health officer visited and all staff have increased their knowledge in preparing food in line with guidance, valid insurance certificate is displayed for parents to view. Effective written induction procedures in place which ensures all new staff and volunteers are fully informed of the groups policies and procedures. The person in charge has developed sound knowledge in protecting children and relevant procedures to follow,however this now needs following through with all staff.

#### **What is being done well?**

- The staff develop and establish excellent relationships with parents ;they are invited to be very involved in the preschool through the well organised parent rota. The staff keep parents well informed of their child's progress through home link diaries, daily feedback, regular newsletters and parent consultation evenings.

- The staff work hard to create a child friendly environment, they use the space effectively and provide excellent adult support. The children are secure, happy and confident, freely choosing toys and equipment independently.
- The staff are clear and consistent in managing children's behaviour using very effective strategies ensuring children are aware of what is expected. Staff promote good behaviour, being polite and considerate to their peers by using praise and encouragement, which results in the children being well behaved.

#### **What needs to be improved?**

- increase staff awareness of procedures to follow if concerned about a child
- update all policies to reflect the requirements in the National Standards.

#### **Outcome of the inspection**

Good

#### **CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

#### **WHAT NEEDS TO BE DONE NEXT?**

#### **The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
13	Ensure all staff are aware of procedures to follow if concerned about a child.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

The nursery education provided by Scamps Preschool is of a high quality with children making very good progress in all areas of the Early Learning Goals.

Staff knowledge and understanding of the Early Learning Goals and curriculum planning is very good. They are clear on what they are providing and why and work well as a team using resources and time effectively to meet the children's needs. However there are limited opportunities for children to be freely creative.

Staff provide positive role models and have reasonable and realistic expectations of behaviour, they provide clear and consistent boundaries which results in children being well behaved and responsive.

Staff introduce new resources with enthusiasm and vary ideas to help motivate the children to learn and extend experiences e.g. karaoke machine and extending dressing up clothes to reflect adult roles in society during play outside.

Children are provided with sound opportunities to learn about their environment as well as appropriate activities which reflect the wider community they live in.

Leadership and management is extremely good with effective systems in place to support staff's personal development and monitor and evaluate the provision for nursery education. Staff have clearly defined roles and are well supported by the committee. There is a strong commitment shown towards seeking feedback from parents and using this constructively.

Partnership with parents is excellent. Staff welcome and value parental contributions and maximise opportunities to extend and develop the children's learning at home through well planned activities. The setting provides comprehensive written information relating to their aims and the children's progress and development. Staff are committed in ensuring there are daily opportunities to share feedback.

### What is being done well?

- The nursery environment and the outdoor areas, are skilfully used as a resource to develop all areas of learning.
- Children's personal social and emotional development is very good. They are confident, motivated and work well independently and in groups and learn to co-operate and take turns.
- Children display exemplary behaviour, encouraged by staff's use of positive behavioural management strategies and sound role models.
- There are excellent opportunities for children to explore and examine living

things and learn about the environment they live and children are beginning to develop a sense of community through appropriate activities and discussions.

#### **What needs to be improved?**

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- Opportunities for children to develop their own creativity in art and craft activities.

#### **What has improved since the last inspection?**

The group has made very good progress since the last inspection.

Staff have attended workshops in extending play opportunities and provide a widening range of interesting resources and materials and children are able to communicate feelings and show enthusiasm for activities and explore using a range of senses.

The setting has made the unit more child friendly through ensuring resources are accessible and children are confident in selecting a range of resources.

Children receive regular opportunities within the daily routine to recreate mathematical patterns as well as staff helping them to recognise patterns on clothing and in the environment they live in.

The setting has purchased a computer and provides a wide range of simple programmable toys which are used on a rolling programme . Older children perform simple functions on ICT equipment and younger children show an interest and know how to operate toys.

Staff evaluate and record the success of activities on daily basis . Staff meet weekly to discuss how to progress children onto the next stage of learning. Staff give careful consideration to the grouping of children to ensure activities are age appropriate and offer sufficient challenge for all.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are developing good self esteem ,they are confident, motivated and are learning to be considerate to peers by sharing and taking turns. Children are very well behaved and show an awareness of the boundaries set and behavioural expectations within the setting. Children are beginning to develop a sense of community through opportunities involving interesting visits to places and visitors to the group.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are developing confidence,most are communicating effectively with adults and peers about events in their lives ,and contribute well to conversations. They handle books confidently and enjoy story times both on a individual level and in groups. Children use writing materials in role play to make marks and are beginning to form recognisable letters.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are learning to recognise and count numbers. They are learning about shape and size through exciting and stimulating activities.The children are using language to solve practical problems.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

There are excellent opportunities for children to explore and examine living things and learn about the environment where they live.Children are appropriately introduced to different cultures through an extensive range of resources; accessing interesting themes and activities. Excellent range of IT equipment mean children show an interest in ICT and know how to operate simple equipment.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move very confidently with control and co-ordination and successfully negotiate space well, avoiding obstacles and each other when using wheeled toys. Children are provided with excellent opportunities to use a wide range of small tools, to develop fine manipulative skills. The children's awareness of health and hygiene is very good and promoted within their everyday routine and individual activities.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children have excellent opportunities to explore taste smell touch and feel through a wide range of resources. However there are limited opportunities for children to develop their own creativity during art and craft activities as structured activities are adult led. Children sing songs confidently on their own and from memory and use their imagination's well during role play with a range of appropriate resources .

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no significant weaknesses to report, but consideration should be given to the following:
- Opportunities for children to extend their creativity freely in art and craft.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*