

Scamps Pre School and the Tree House Club

Spetisbury C of E Primary School, Spetisbury, Blandford Forum, Dorset, DT11 9DF

Inspection date	14/10/2014
Previous inspection date	22/06/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Staff provide a safe and welcoming environment where children develop confidence and build good relationships.
- Staff provide a good range of play equipment, which they arrange to enable children to make independent choices.
- Positive partnerships with parents enable staff to meet children's care and welfare needs well.

It is not yet good because

- The assessment and planning system is not always effective in helping staff identify gaps in children's learning.
- Staff interaction is not consistent to ensure that children make good progress in all areas of learning.
- Some adult-led activities limit children's opportunities to express their own ideas.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's activities inside and outside.
- The inspector carried out a joint observation with the manager.
- The inspector talked with the manager, staff and children.
- The inspector sampled documentation, which included policies and children's progress records.
- The inspector took into account parents' views obtained in person.

Inspector

Brenda Flewitt

Full report

Information about the setting

Scamps Pre-school and the Tree House Club opened in 1997. It operates from a room within Spetisbury Primary School, set in the village of Spetisbury, approximately three miles from the town of Blandford Forum, Dorset. A committee of parent volunteers runs the pre-school. The accommodation consists of one classroom, with access to kitchen and toilet facilities within the school. The pre-school and out-of-school club also have use of the school hall and outdoor play areas. The pre-school operates Monday to Friday, term time only, from 9am to 3pm. The Tree House Club's opening hours are from 7.45am to 8.45am and from 3.15pm to 6pm.

Scamps Pre-school and the Tree House Club are registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It provides free early education for two-, three- and four-year-old children. There are currently 21 children on roll, of whom 10 are in the early years age group. The Tree House Club offer places to children aged up to 11 years. The pre-school employs a qualified manager, who holds an early years qualification at level 5. She is supported by five members of staff, all of whom hold early years qualifications.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the assessment and planning system to enable staff to effectively promote children's good progress in all areas of learning
- improve supervision methods to ensure there is consistency between staff in the quality of their interaction with children, to help children learn and make good progress.

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

- review the organisation of some of the adult-led activities, to enable children to express their own ideas and creativity.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children enjoy the time they spend at the pre-school. Staff have an adequate understanding of the learning and development requirements of the Early Years

Foundation Stage. They provide a welcoming environment where children learn through play. There is a good range of play equipment, which staff arrange so that children can make independent choices. For example, staff have labelled the low-level storage units with words and pictures so that all children are aware of what there is to play with.

Each child's key person completes a record that includes observations of play and activities, with photographs and samples of children's artwork. They use the information to plot children's stage of development and plan the next steps, which they use in planning activities. However, the observations are not always effective in recognising what children have learnt or achieved. The records are not all up to date and some areas of learning are missed, for example mathematics. Therefore, the system is not effective in enabling staff to accurately track children's progress and identify gaps in their learning.

Staff plan a range of activities, some of which reflect children's interests. For example, they had made the role-play area into a jungle, following children's experiences in visiting a wildlife park. They have used this to help children learn about jungle animals and to encourage their imaginative play. At the inspection, children liked to pretend to hunt for wildlife using binoculars. Staff encouraged them to create models of creatures to use in the role-play area. However, this type of activity is sometimes too adult-led. Staff showed children how to use their physical skills when making a spider, for example. This included making the legs by threading pipe cleaners through holes in a painted container, with the children counting them when complete. However, when a child suggested making a ladybird, staff said that they could do that another day as they were making spiders today. This demonstrates that staff do not always enable children to use their own spontaneous, creative ideas. Staff invite visitors into the pre-school to provide extended learning experiences for the children. A regular yoga class promotes children's listening skills as they follow instructions and take turns. They practise moving their bodies in different ways and enjoy singing familiar songs.

Some staff interact effectively with the children during their activities; their enthusiasm motivates children to join in and be curious to learn. They ask open-ended questions that encourage children to think, solve problems and understand the world around them. However, this quality of teaching is not consistent throughout the team. Some staff miss opportunities for setting challenges, modelling language and valuing children's ideas. Therefore, some children do not make as much progress as they could in all areas of learning.

The contribution of the early years provision to the well-being of children

Staff provide a welcoming environment, which results in children being happy and settled. They seek information from parents about children's interests and families when children start attending. This enables them to provide appropriate resources to encourage children's involvement and initiate conversations to help them feel secure. Therefore, children build good relationships, and show concern and consideration for one another. Staff provide specific sessions for children who are due to start school and promote their learning according to suggestions from the reception teacher. They arrange for children to

visit the school and meet their prospective teachers. This helps children know what to expect in a new situation and develop confidence.

Children learn what staff expect of them through familiar routines and explanations, which leads to children behaving well. Staff encourage children to help pack away toys, which encourages them to care for equipment. Staff regularly praise children for their efforts and achievements, which helps boost their self-esteem and confidence. Staff teach children how to use equipment safely, such as how to hold scissors when practising cutting skills. Therefore, children are learning about taking responsibility for their own safety.

Staff encourage children to practise good routines for personal hygiene and develop increasing independence as they use toilet and hand washing facilities. Children make choices from healthy options at snack time, such as crackers, cheese and raisins. Staff provide equipment to enable children to pour their own drinks. They allow time for children to practise skills in managing their own clothes. Therefore, children are learning useful skills for the future. Staff provide regular opportunities for children to have fresh air and exercise. They supply various items of large equipment in the outdoor area that promote children's physical skills. For example, children confidently manoeuvred wheeled vehicles, stopping and starting, and avoiding obstacles. They helped to build large constructions with materials such as crates and spools, to extend their imaginative play.

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

Leadership and management require improvement. Some of the management committee are in the process of learning their roles and responsibilities. Nevertheless the manager makes sure that staff ratios continue to be met and that the sessions run smoothly to meet children's safety and welfare needs. Although there is a system for tracking and monitoring children's progress, the manager does not keep this up to date to enable staff to identify gaps in children's learning. There are appropriate staff recruitment and induction procedures to check for staff suitability and to help them learn about their roles and responsibilities. Staff are aware of how to recognise signs and symptoms that would cause concern and understand their responsibility in following correct procedures to protect children from harm. They keep their knowledge up to date by attending training regularly. There is a clear policy readily available for them to use for reference, which includes procedures to follow if they have concerns about another member of staff. Staff complete risk assessments in order to provide a safe environment for children to play. This includes children in the out-of-school club using large apparatus.

Staff promote positive partnerships with parents. They provide useful information about the pre-school by way of written policies and displays in the building. Key persons make themselves available to exchange information on a daily basis through conversation and communication books. This helps staff to meet children's individual needs. Parents have the opportunity to have a say in their child's pre-school by being a member of the committee. Parents say that they are happy with the childcare and that their children's key person knows them well. They feel welcome in the pre-school and say that staff are

supportive, which contributes to their children's welfare and development.

The provider has partially addressed the recommendations set at the last inspection, which means they have improved children's independence and choice. Although staff plan regular outdoor play, children cannot choose to be outside at other times. The staff have some methods in place to reflect on their practice to identify areas for improvement. For example, they are in the process of developing the outside area to include more resources to promote all areas of learning. However, the management committee is not sufficiently involved in evaluating staff practice. Although there is an appraisal and supervision system, it is not effective in identifying weaknesses in teaching, in particular inconsistency in staff interaction. Therefore, good quality provision is not maintained.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	141113
Local authority	Dorset
Inspection number	841461
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	23
Number of children on roll	21
Name of provider	Scamps Pre - School Committee
Date of previous inspection	22/06/2009
Telephone number	01258 452107 Mob 07943 627903

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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