

# Scamps Pre School and the Tree House Club



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

<b>Inspection date</b>	14 September 2015
Previous inspection date	14 October 2014

	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
<b>The quality and standards of the early years provision</b>	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Staff do not consistently support children in learning to listen well and do not help some children to communicate their needs effectively. This especially applies to new children or those with little speech.
- Staff do not always support children's own ideas positively in creative activities to promote their interest and motivation to learn.
- Staff do not successfully engage all parents in contributing information about their children's development to help them plan children's learning well from the start.

### It has the following strengths

- Staff maintain a secure environment for children in which they supervise them closely. They help children to learn about staying safe as they play, such as joining in with risk assessment activities.
- Staff promote children's health by providing continuous outdoor play, regular drinks and snacks, and meeting children's individual health care needs.
- Staff attend training courses to extend their understanding of how children learn. For example, following training on how to promote children's literacy more effectively, staff organised activities to strengthen children's hands and arms and to practise drawing to help with early writing.

## What the setting needs to do to improve further

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

	<b>Due Date</b>
■ improve the organisation and use of activities to promote all children's communication and language skills more effectively	15/10/2015
■ improve the quality of teaching to support children better in succeeding with their own ideas in creative play, to motivate them to learn and achieve.	15/10/2015

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

- improve partnerships with parents by finding ways to encourage all parents to contribute information about their children's learning and development at home.

### Inspection activities

- The inspector observed activities and the quality of teaching in the play room and outdoor play area.
- The inspector sampled children's assessment records and planning documentation.
- The inspector assessed the suitability of staff and discussed management's knowledge and understanding of the Early Years Foundation Stage.
- The inspector took account of the views of parents.

### Inspector

Bridget Copson

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Management and staff have a suitable understanding of their roles and responsibilities to safeguard children's welfare. They know how to respond to any concerns to protect children. Management complete some evaluations of the provision and obtain views of parents through questionnaires, to make improvements. For example, management provide supervision sessions every month to monitor the quality of teaching. Staff join the school for sessions to observe good teaching practice. Management monitor the assessment and planning of children's progress to support staff in helping children make better progress. Management has taken steps towards addressing weaknesses identified at the last inspection. However, the progress children make is not yet good.

### Quality of teaching, learning and assessment requires improvement

Staff provide an interesting range of activities to promote children's learning. Staff monitor and assess children's progress, and use observations and children's interests to plan their next steps for learning, such as to help them with matching colours. Staff challenged children in their play. For example, they asked children questions, encouraged them to recall past events and to count with them. Confident children joined in with enthusiasm. However, staff did not encourage all children to listen well, and consequently did not hear or respond to some quieter children's voices. Staff did not find ways to help children with less spoken language to communicate their needs well. As a result, they did not always know when children needed the toilet and did not engage children successfully in some activities. This does not help to promote children's listening and language skills well.

### Personal development, behaviour and welfare require improvement

Staff obtain information from most parents regarding children's interests, needs and care routines when they start. Staff use this information to meet children's routines and to help them find their comforters when they need reassurance. However, staff do not successfully encourage all parents to share information about children's developmental starting points or learning at home. As a result, they are not able to accurately plan and promote children's learning from the start. Staff provide parents with a summary of their children's week in a diary which they take home. These measures contribute to keeping parents informed of their children's well-being and achievements.

### Outcomes for children require improvement

Children make their own choices in play. However, children were sometimes discouraged from exploring their own ideas. This does not help children to become creative and motivated learners. Otherwise, children learn to manage everyday tasks for themselves. They benefit from lots of encouragement and praise to build their confidence. This helps prepare children suitably for their future learning.

## Setting details

<b>Unique reference number</b>	141113
<b>Local authority</b>	Dorset
<b>Inspection number</b>	994990
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	23
<b>Number of children on roll</b>	20
<b>Name of provider</b>	Scamps Pre - School Committee
<b>Date of previous inspection</b>	14 October 2014
<b>Telephone number</b>	01258 451413

Scamps Pre School and the Tree House Club registered in 1993. It is located in Spetisbury, near Blandford Forum, Dorset. The pre-school is open during term time only from 8am to 3pm. The pre-school receives funding for the provision of free early years education for children aged two, three and four years. The pre-school employs four members of staff, all of whom hold early years qualifications at levels 3 to 6.

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