

# Scamps Preschool

c/o Spetisbury Primary School, West End, Spetisbury, Dorset, DT11 9DF



<b>Inspection date</b>	14 September 2016
Previous inspection date	14 September 2015

	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
<b>The quality and standards of the early years provision</b>			
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The ambitious and capable manager has brought about positive changes since the last inspection. Actions to improve the quality of teaching have been concerted and successful.
- Parents are positive about the preschool. They are well-informed about their children's care, learning and development. The detailed information gathered from parents supports new children to settle in quickly.
- Children have the opportunity to explore a wide range of interesting activities both inside and outdoors.
- Staff are sensitive and caring. Although many of the children present during the inspection were very new to the setting, they were already developing warm relationships with those responsible for their care.
- Children are learning to share, take turns, respect the resources and use good manners.
- Children are well prepared for the transition to school. For example, they are introduced to school routines and develop good self-care skills. Children make good progress while at preschool.

### It is not yet outstanding because:

- The arrangements for the performance management of staff are not yet rigorous enough to ensure that teaching improves even further and is routinely of a very high quality.
- Staff do not make the best use of all opportunities to teach children about number, space, shape and measure throughout the preschool sessions.

## What the setting needs to do to improve further

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

- develop the monitoring and supervision of staff in order to enable teaching to improve from good to outstanding
- make more effective use of the many opportunities to introduce number, shape, space and measure to children throughout the sessions.

### Inspection activities

- The inspector spoke to some parents and took their views into account.
- The inspector talked to staff and children at appropriate times during the day.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the chairperson and the manager to discuss the leadership and management of the preschool.
- The inspector sampled the preschool's documentation, including staff files, policies and procedures and records of children's learning.

### Inspector

Penny Fisher, Her Majesty's Inspector

## Inspection findings

### Effectiveness of the leadership and management is good

The manager has worked very hard over the last year to drive improvements in the preschool. She has high expectations for the staff, children and families that she supports. The current staff work well together and form a strong team. Leaders and managers are reflective. They respond well to feedback and are willing to adapt and change practice in order to bring about improvements. The manager has worked closely and effectively with local authority partners. Safeguarding is effective. Leaders ensure all staff are, and remain, suitable to work with children. There have been many changes of staff, but these have been managed well. A thorough induction includes information on the safeguarding policies and procedures of the preschool. This has ensured that all staff are aware of their duty to protect children and report any concerns.

### Quality of teaching, learning and assessment is good

Careful observation and on-going assessment are used well to identify the next steps in children's learning. Staff use this information to plan a broad and balanced range of activities for children. Any gaps in children's learning are identified early and addressed. For example, the staff use a range of effective strategies to develop children's speaking skills. They encourage children to listen carefully, such as when playing a whispering game. Staff support children's learning well, for example, when they show children how to roll a ball from the dough. A strong focus on developing children's confidence and their sense of belonging has supported children to settle-in quickly. Information is shared with parents on a daily basis to ensure that they can continue their children's learning at home.

### Personal development, behaviour and welfare are good

Staff provide children with many opportunities to discuss their feelings and recognise how their behaviours affect others. This supports their emotional development well. Children's behaviour is good in the preschool. Any minor disputes or incidents are managed calmly and consistently by the staff. Clear explanations ensure children understand what is expected of them. Children, even those who are very new, confidently approach staff for support and reassurance when needed. Children enjoy healthy choices at snack time. They develop their independence, for example, when cutting bananas and hanging up their own coats on pegs. Staff remind children how to use the equipment so that they learn to keep themselves safe.

### Outcomes for children are good

Children are engaged in purposeful play throughout the day. They are keen learners. Those children that prefer to learn outside enjoy creating their own stories, such as when making mud pies or exploring dinosaur land. They are allowed to use their imaginations freely, such as when making wiggly worms from dough. Children enjoy making marks in baby lotion and are learning how to hold pencils. They value being praised for their achievements, which they show to staff with pride. Children develop good physical skills, for example, they practise building high towers with bricks and use tongs to serve their snacks. They learn to care for themselves, for example when washing their hands.

## Setting details

<b>Unique reference number</b>	141113
<b>Local authority</b>	Dorset
<b>Inspection number</b>	1055351
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	23
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	Spetisbury and Charlton Marshall Playgroup Committee
<b>Registered person unique reference number</b>	RP519820
<b>Date of previous inspection</b>	14 September 2015
<b>Telephone number</b>	01258 451413

Scamps Preschool and the Tree House Club registered in 1993. It is located in Spetisbury, near Blandford Forum, Dorset. The setting is open during term time only from 8am to 6pm. 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 six members of staff, five of whom hold early years qualifications.

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