

Little Scamps Pre-School and Nursery

1st Battalion The Rifles, Beachley Barracks, Beachley, Chepstow, Gwent
NP16 7YG



Inspection date	1 April 2019
Previous inspection date	22 May 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
Effectiveness of 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 manager and committee have improved the quality of the pre-school and nursery well since the last inspection. For example, they have reviewed their record-keeping systems and implemented changes to ensure the daily register captures children's actual hours of arrival and departure.
- Staff use effective observations and assessment systems to track children's progress. They identify gaps in children's learning and plan how to address them. Staff consider what interests children and use this to plan for future learning. For example, staff place objects to encourage younger children who are beginning to stand unaided, to reach for them independently.
- Partnerships with parents are strong. Parents are complimentary about the care provided by the staff. Staff successfully involve parents in their children's learning. For example, they offer suggestions for activities to continue learning at home. Staff regularly invite parents to review their children's learning and development.
- Children's physical well-being is supported well. For instance, children access the large well-resourced garden, and enjoy a good range of opportunities that challenge their physical skills successfully.
- Babies are secure and happily explore the environment. For example, they independently access books and other age-appropriate resources. Staff ensure children are emotionally well prepared for school. This is evident when they take children to the local school and invite school staff to the pre-school.
- On occasion, staff do not organise group activities as effectively as they could to ensure all children engage in their learning.
- Staff do not consistently use all opportunities to challenge and engage children effectively in their learning, to help them think and explore their own ideas.

What the setting needs to do to improve further

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

- review the organisation of group times to enable all children to engage in their learning
- make better use of all opportunities that arise to challenge children's learning to help them reach their full potential, in particular, to help children think and have their own ideas.

Inspection activities

- The inspector observed the quality of staff's interactions and teaching with children as they played inside and outside.
- The inspector held discussions with the manager, staff and children at convenient times during the inspection.
- The inspector spoke to parents and considered their views.
- The inspector carried out a joint observation with the manager and discussed the findings with her.
- The inspector sampled a range of documentation, including children's assessment records, policies and procedures.

Inspector

Lin Harvey

Inspection findings

Effectiveness of leadership and management is good

The manager and staff have good knowledge of how to protect children and the procedures to follow if they have a concern. Safeguarding is effective. The manager and committee follow consistent systems for the recruitment, supervision and monitoring of staff. The manager has recently undertaken additional training to update her knowledge and understanding of safer recruitment. The manager monitors staff performance and supports staff professional development. For example, staff have recently attended training to increase their knowledge of how to support the development of children's individual characteristics. Staff talk confidently about the impact this training has on their practice and children's outcomes.

Quality of teaching, learning and assessment is good

Staff use information gathered from parents before their children start, to plan activities and opportunities that encourage children's learning and development. Staff tune into children's play and follow their interests in the outdoor area. For example, staff follow children's conversations as they empty a container of water. Staff encourage older children to follow the trail of the water as it moves across the ground and note the changes in the consistency of the soil. Older children enthusiastically participate in physical activities. For example, they keenly copy actions demonstrated by staff in time to music.

Personal development, behaviour and welfare are good

Children develop good communication and language skills. Older children confidently engage in conversations with familiar and unfamiliar adults. Staff teach all children to respect and celebrate differences and diversity. For instance, staff encourage all children to gain an understanding of the parts of the world that their parents have been posted to. Staff actively encourage opportunities for older children to see their younger siblings. For example, staff in the nursery area regularly enable children to play together in the outside area. Older children confidently take care of their own self-care needs, for example, when using the toilet facilities.

Outcomes for children are good

Older children are confident to talk and share their experiences. Younger children communicate their needs effectively. For example, they reach out to staff for support while attempting to walk. Children develop positive attitudes to learning that help prepare them for school. This is demonstrated when they persist and concentrate as they attempt to use scissors. Children are confident to do things for themselves. For instance, they take off their shoes and hang up their coats when coming in from the garden. All children make good progress from their starting points.

Setting details

Unique reference number	101857
Local authority	Gloucestershire
Inspection number	10084967
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	1 - 4
Total number of places	40
Number of children on roll	38
Name of registered person	Little Scamps Playgroup Committee
Registered person unique reference number	RP903255
Date of previous inspection	22 May 2018
Telephone number	01291 645 381

Little Scamps Pre-School and Nursery registered in 2000. It is situated at the army barracks in Beachley, near Chepstow. The provision is open during term time only. Sessions are from 9am to midday on Mondays, Tuesdays and Thursdays, and from 9am to 3pm on Wednesdays. There are six members of staff, all of whom hold relevant early years qualifications at level 3. The provision is in receipt of funding to provide free education for two-, three- and four-year-old children.

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