

# Inspection of Scotter Pre-School

Scotter Village Hall, Scotter, Gainsborough, Lincolnshire DN21 3SB

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Inspection date: 5 May 2022

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive happy and excited to learn in the carefully planned environment created by staff. Staff build close bonds with all children, who happily seek a cuddle for reassurance when needed. This supports children to feel safe and secure. Children listen closely and respond politely to staff, using the words 'please' and 'thank you'. They follow staff's instructions, such as when lining up ready to go outside and eating the healthy food from their packed lunch first. Children are independent and consistently encouraged by staff to try things for themselves. They develop a sense of responsibility through daily tasks, such as cutting their own fruit at snack time and washing their plates without support.

Children make choices from a wide range of resources. They become deeply absorbed in imaginative play. Staff challenge children to develop many skills while creating a role-play beauty salon. Children practise their writing skills as they make marks that represent clients' names and appointments. They develop their hand muscles as they squeeze and move the hair straighteners through staff's hair and state that they look 'beautiful'. Children work together to pamper staff and confidently share their ideas. They serve staff play food and drinks and explain that they can only make 'healthy milkshakes'. Children laugh hysterically as they put huge rollers in a member of staff's hair.

## **What does the early years setting do well and what does it need to do better?**

- Staff have a good knowledge of children's learning and development needs, including those who may need additional support. They observe children throughout the day to assess what they know and can do and to identify what they need to learn next. Staff focus their support on any potential gaps in children's learning and experiences.
- Staff plan engaging opportunities that centre around children's learning needs and interests. They encourage children to help with setting up activities, which means that they play an active part in planning the experiences that take place. Children show deep concentration while planting seeds in the garden and learning about germination. Older children discuss how drinking dirty water could make them poorly. They explain why it is important not to water the plants too much, while younger children practise using tools to dig and move the soil.
- Staff are skilled practitioners. They develop children's communication and language from a young age through their interactions. Staff repeat key words and explain new vocabulary to children, giving them enough time to think and ask questions. For example, while children help staff to tip and pour water, oil, and flour to make play dough, staff explain when the jug has reached maximum capacity and cannot hold any more.

- Overall, children develop friendships with others. They listen to each other and wait their turn to talk during group time. Children hold their friends' hands to help them on the climbing frame. However, at times, children struggle to share with others independently and need a lot of adult support to resolve conflicts, such as when they want the same toy.
- Children usually behave well. They respect the resources in the pre-school and help staff to put them away when they have finished playing. Children follow familiar daily tasks, such as washing and drying their hands and putting their used paper towel in the bin. However, occasionally, staff are not clear about what they expect of children's behaviour, and there are times when children are unoccupied and start to display unwanted behaviours.
- Staff find out about children's home lives, cultures and beliefs. They encourage children to talk about what makes them unique. Children discuss similarities and differences as they listen to a story. They learn about places and people around the world and share their experiences of things they have seen while on holiday.
- Leaders and managers are passionate about providing high-quality care for children. The well-established leadership team creates an environment where staff evaluate children's experiences to make improvements. All staff access a broad range of training to further develop their knowledge and skills.
- Parents and carers say that the pre-school is an integral part of the community and centres around each family's needs. They comment that they appreciate the thorough handover of information each day. Parents say that children thrive because staff 'go the extra mile' to support their learning and development.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff ensure that the environment is safe for children to play. Thorough arrival procedures are in place, including supervising all doors and checking visitors' identification. Staff assess risks in the environment and take all necessary steps to minimise potential hazards. Leaders and staff demonstrate a good understanding of their responsibility to safeguard children. They can identify the signs and symptoms that children may be at risk of harm. They know how and when to record, monitor and report their concerns to child protection professionals. Staff work alongside other professionals to support families when needed. Leaders check the ongoing suitability of staff and members of the committee.

## **What does the setting need to do to improve?**

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

- provide children with further support in managing and expressing their feelings to enable them to independently resolve conflicts with others
- improve the organisation of daily routines and minimise the time children spend

unoccupied to allow them to remain engaged in their chosen play.

## Setting details

<b>Unique reference number</b>	2562959
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10233486
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	42
<b>Name of registered person</b>	Scotter Pre-School CIO
<b>Registered person unique reference number</b>	2562958
<b>Telephone number</b>	01724764065
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Scotter Pre-School registered in 2019 and is located in Gainsborough, Lincolnshire. The pre-school employs eight members of staff. Of these, seven hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday during school term time only. Sessions are from 7.30am to midday on Monday and Wednesday and from 7.30am to 3pm on Tuesday, Thursday and Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lora Teague

## Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with staff and has taken that into account in their evaluation of the pre-school.
- The manager and the inspector had a learning walk together. They discussed the learning intentions for children and how the environment is organised.
- The manager and the inspector observed and evaluated an activity together.
- The inspector observed interactions between staff and children during the inspection.
- The inspector spoke with leaders, staff and children regularly during the inspection.
- Parents' and carers' views were taken account of by the inspector.
- A sample of documents was reviewed by the inspector, including paediatric first-aid certificates, evidence of suitability checks, and safeguarding policies and procedures.

We carried out this inspection 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.

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