

Inspection of Skamps Pre-School Day Nursery

St Andrews House, Smorrall Lane, Bedworth CV12 0JP

Inspection date: 3 August 2022

Overall effectiveness	Inadequate
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The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Weaknesses in the overall quality of the provision impact on children's safety and well-being. There are no key-person arrangements in place for children who are new to the setting. They do not benefit from having a named member of staff to help build a secure relationship with them. This results in children who are settling in becoming frequently upset. This does not support children's emotional well-being. The quality of education children receive is poor. Staff do not provide children with purposeful learning experiences to help them make good progress in their learning. Children become bored and are not motivated in their learning. For example, staff carry out a session of music and singing. However, this does not ignite children's interest and some children quickly wander away and others simply sit watching.

Children are not learning the rules of good behaviour. For example, when children take books from the bookshelf and throw them on the floor, staff simply pick them up and put them back. They do not explain to children why they should not be doing this. This does not help children to learn how to behave. Older children readily engage in conversations and discussions with visitors. They enjoy playing with the water in the garden as they fill and empty different containers.

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

- The quality of teaching is ineffective. Staff do not consistently plan enough opportunities and experiences to meet children's individual needs. As a result, the progress children make in their learning and development is poor.
- The current arrangements for monitoring staff's teaching and practice are not effective. The manager does not identify weaknesses in practice and, therefore, does not take steps to address these to raise the quality of the provision.
- Staff do not manage children's behaviour well. For example, when children throw toy bricks staff simply say 'no' or 'stop that' without giving children an explanation about why certain behaviours are not acceptable. This does not help children to learn the rules of good behaviour.
- Staff do not ensure that information about children remains confidential. They talk about children's individual needs within hearing of other parents. This does not protect children's privacy.
- Managers and staff have established partnerships with external agencies in order to support children with special educational needs and/or disabilities. However, the weaknesses in teaching across the nursery means that these children do not make as much progress as possible.
- Staff successfully promote children's good health. Children are supported to follow good hygiene routines. For example, they wash their hands before meals and after using the toilet. Staff ensure children have sun cream on and wear sun

hats during outdoor play. They remind children to drink plenty of water to ensure they remain hydrated.

- Children are learning to become independent and take care of their own needs. For instance, staff encourage children to put on their shoes before going out to play. Older children manage their own toileting needs independently. Children confidently select activities in the well-resourced environment. They make choices about when they play inside and when they play outside.
- Staff help to promote children's physical skills. Children enjoy climbing and sliding on outdoor climbing equipment. They enjoy playing outside using the ride-on toys to travel around the garden and negotiating space effectively.
- Children enjoy the role-play activities and learn to use their imagination. For instance, they enjoy playing with the toy kitchen equipment where they pretend to make food and drinks to take on a pretend picnic.
- Parents are happy with the setting. They comment how happy their children are attending. Parents value how staff keep them well informed about their children's time at the setting. Staff have discussions with parents during drop off and collection times.
- Children appear happy and settled in the nursery. Following the COVID-19 pandemic, parents are not invited into the nursery at dropoff and collection times. Instead, handovers are completed at the front door. Children happily separate from parents and carers and enter the nursery with confidence.

Safeguarding

The arrangements for safeguarding are not effective.

Children's safety is compromised at the setting because there is not always a named deputy to take charge in the manager's absence. On the day of inspection, staff present at the beginning of the day did not know who was in charge. This means that should an emergency arise there was nobody present capable to take responsibility and manage the situation. Having said this, staff ensure they maintain a safe environment for children. The setting is safe and secure. Staff have an appropriate knowledge and understanding of the procedures to follow and how to report concerns about children's welfare.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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improve the planning of the curriculum, so that children consistently receive well-planned, challenging activities and experiences, which takes into account children's individual stages of development, interests and needs	03/10/2022
improve the arrangements for supervision and monitoring of staff to ensure weakness in teaching and practice are identified and acted upon and helps staff to fully understand their roles and responsibilities	03/10/2022
ensure staff manage children's behaviour effectively to help children understand the reasons why some behaviours are not acceptable	03/09/2022
improve staff's understanding of how to handle confidential information to maintain children's privacy	03/09/2022
make sure every child is assigned a key person to ensure their individual needs are met and to build relationships with parents and carers	03/09/2022
ensure there is a named deputy who is capable of taking charge in the manager's absence.	03/09/2022

Setting details

Unique reference number	EY481207
Local authority	Warwickshire
Inspection number	10249814
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 3
Total number of places	25
Number of children on roll	10
Name of registered person	Powell, Gaynor Susanne
Registered person unique reference number	RP513139
Telephone number	07714326706
Date of previous inspection	14 September 2016

Information about this early years setting

Skamps Pre-School Day Nursery registered in 2014. The pre-school employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The provider holds early years professional status. The pre-school opens from Monday to Friday, all year round, except for bank holidays and a week at Christmas. Sessions are from 8am until 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Amanda Tompkin

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector and the manager completed a learning walk to understand how the setting operates and how the curriculum is organised.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times during the inspection. She spoke to parents during the inspection and took account of their views.
- The inspector completed a joint observation with the manager.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the setting.

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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