

Inspection of The Scott Centre Pre School and Schools Out

The Scott Centre, Mead Hedges, Andover, Hampshire SP10 2LB

Inspection date: 6 June 2023

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

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

Children's health and safety is at risk. Staff do not understand the importance of risk assessment. Staff deployment at lunchtime is not effective and puts children at risk of potential accidents, such as choking.

Children are greeted by friendly staff and have secure bonds with their key person, who they seek out throughout the day. Children readily engage in group times. They take turns to choose their favourite nursery rhymes and sing together. Children are encouraged to listen to each other and talk about their feelings. This helps to promote their communication and language skills.

Staff know the importance of good communication skills. Children with special educational needs and/or disabilities (SEND) are supported by knowledgeable staff. They use simple sign language to support children's communication. Staff use prompt cards to help children with SEND engage with what the pre-school has to offer.

Children show a good understanding of how to care for living things. For example, they enjoy looking for minibeasts in the garden. Children talk about insect homes they have made and how they are feeding the insects with peas from the garden.

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

- Risk assessments for the outdoor area are inadequate. Staff fail to identify potential risks. For example, they allow general waste sacks and bins to be placed outside in the play area, attracting rodents and resulting in children being exposed to risks. The management team is quick to address some of the issues with the outdoor area. However, staff do not have an embedded understanding of the importance of effective risk assessment.
- Staff are not deployed effectively at lunchtime. Children are not adequately supervised while they eat lunch, and this leads to some children walking around with their mouths full. This impacts on children's safety and may lead to incidents of choking.
- The manager and staff have created a curriculum that supports the children effectively. For instance, there is a strong focus on communication and language. Children with language delay are encouraged to use sign language during group time to support their communication. This helps to close the gap in children's learning and prevents them from falling behind.
- Partnership with parents is good. Parents receive updates on their children's progress through an online app. Parents talk about how staff support their children with strategies and how they have adopted these at home. Parents report how their children have learned many new words at pre-school.

- Children show a good attitude towards learning and concentrate intently. For instance, they create pictures using natural resources, and staff praise them for using their imaginations. The children beam with pride at their achievements.
- Staff provide a well-established key-person system. The key person plans effectively for their children's next stage of learning. For instance, discussions with older children about school prepare them for the next phase of their education. Staff use books such as 'The Colour Monster' to help children understand their feelings and emotions.
- The manager ensures that children with SEND are well supported. For example, she uses specialist funding to provide extra staffing. As a result, children with SEND access the whole curriculum and are making good progress.
- Children enjoy a range of activities that enhance their physical development. For instance, staff encourage children to climb large climbing frames to strengthen their muscles. Children go up and down the garden path on balance bicycles. This helps to improve their coordination.
- The manager is supportive and understanding of the pressures on her team. Staff talk about their well-being and the support they receive from her and the leadership team. Staff are supported by the manager with training and professional development opportunities. For example, staff use their new knowledge to provide creative art activities, using objects from nature.

Safeguarding

The arrangements for safeguarding are not effective.

Staff fail to understand the importance of outside risk assessments and the impact they have on children. Staff are not deployed effectively at mealtimes. This has an impact on how well children are supervised while eating. Despite this, the designated safeguarding officer understands her role and responsibilities to refer safeguarding concerns about children to the designated safeguarding lead. Staff are confident about what action to take if they identify that a child may be at risk of abuse, including female genital mutilation. Staff know how to refer their concerns to the designated safeguarding lead and local safeguarding partners.

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
ensure risk assessments are robust in order to identify all risks, including in the outside area, and are understood by all staff	28/06/2023

ensure staff are deployed effectively to provide consistent supervision of children, particularly at mealtimes.	28/06/2023
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Setting details

Unique reference number	110156
Local authority	Hampshire
Inspection number	10285740
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	55
Number of children on roll	49
Name of registered person	Youth Options
Registered person unique reference number	RP519699
Telephone number	01264 332188
Date of previous inspection	17 October 2017

Information about this early years setting

The Scott Centre Pre-School and Schools Out registered in 2012. The holiday scheme operates Monday to Friday, from 8.30am until 6pm, every summer holiday, Easter and half term holiday. The pre-school operates from 9am until 3pm, Monday to Friday, during term time only. The after-school club operates from 3pm until 6pm, during term time only. There are 16 members of staff working with the children. Of these, 13 hold relevant qualifications at level 3 or 5. The pre-school manager holds a qualification at level 6.

Information about this inspection

Inspector
Jo Parker

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 the manager and has taken that into account in their evaluation of the pre-school.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the interactions between staff and children.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.

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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