

Inspection of The Scott Centre Pre School and Schools Out

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

Inspection date:

23 November 2023

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision is good

Children are happy and very settled in this inclusive setting where staff recognise and nurture children's individuality well. Children enthusiastically join in activities and demonstrate high levels of engagement in their learning. For example, they expertly calculate how many bricks they need to make a tall tower, showing an impressive knowledge of how to make this stable when it wobbles. Children enjoy popular cooking activities, such as making play dough. They follow the recipe and weigh out the ingredients in order, with great success.

Outside, children benefit from the well-planned activities that effectively support their good health and physical development. Children join together on projects such as planting daffodils. They take safe risks as they climb up the slide and proudly show how well they can balance along a complex obstacle course. Staff are on hand and use every opportunity to extend children's learning, such as through counting or by introducing new words.

Staff are particularly skilled at helping children learn at their own pace. They provide dedicated small-group times that complement children's stage of learning and which successfully capture children's attention. Staff maintain a positive and supportive approach to managing children's behaviour through their consistent and clear expectations. They act as strong role models and children benefit from sensitive support that helps them to manage their emotions successfully. Children behave very well. They try hard at things they find difficult and, with the encouragement of staff, build good levels of resilience.

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

- The leadership team provides diligent oversight. Regular monitoring and evaluation are in place to assess the effectiveness of teaching, safeguarding measures and overall progress of children. A comprehensive programme of induction and ongoing training ensures accountability at all levels. Feedback is actively sought from parents, staff and others and used well to enhance the quality of care and education.
- Support for children with special educational needs and/or disabilities is strong. The special educational needs coordinator works closely with other professionals and parents to plan appropriate targets for each child to support their continuous development. Leaders make effective use of funding. They direct this very successfully towards meaningful experiences for children, resulting in very positive outcomes for all children.
- The manager demonstrates a clear vision for the setting and leads the team well. She engages actively with staff, promoting open communication and a shared commitment to meeting children's learning priorities. Regular

supervisions are conducted to provide feedback, discuss professional development opportunities and address any concerns. Staff report that they feel supported in their roles and this is reflected in their high levels of engagement.

- Staff plan an ambitious curriculum which continuously builds on what children already know. They ensure a strong focus on supporting children's communication and language and confidence for school as a priority. Overall, staff are confident in their delivery of the curriculum and identify what children need to learn next. However, during some adult-led activities, staff do not focus precisely enough on the most important learning they want children to achieve.
- Staff place a strong emphasis on teaching children essential safety skills. Children learn about personal safety through stories that help them recognise unsafe situations or that build their emotional well-being. Children know to tell an adult when they feel worried or unsafe. They follow simple rules well, such as knowing the importance of staying seated when eating their lunch.
- Children gain increasing confidence in their independence skills in readiness for school. They wash their hands before snack and show good levels of independence as they clear away their plates when they have finished. Children make choices in their play and look after the toys, taking care to tidy up after a game. They learn about healthy eating through topic work and enjoy a wide range of healthy snack options that support their good overall health.
- Strong partnerships with parents are evident. Regular communication channels are established, ensuring parents are well informed about their children's progress, daily activities and any relevant updates. Partnerships with healthcare professionals, educational specialists, other childcare providers and community services ensures a wide range of support available to families.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is of paramount priority. Staff reflect an exemplary level of vigilance and commitment to assuring children's well-being. Staff members are well trained and actively promote a culture of safeguarding. Well-established communication channels with parents and external agencies support early identification and ensure timely support for children and their families. The leadership team maintains rigorous procedures to ensure a safe and secure environment. Staff are effectively deployed. They diligently watch over children, ensuring their safety and well-being during all activities, both indoors and outdoors, and particularly at mealtimes.

What does the setting need to do to improve?

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

- support staff to fully understand the intent behind the curriculum to more precisely identify, and plan for, individual children's learning needs.

Setting details

Unique reference number	110156
Local authority	Hampshire
Inspection number	10300577
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	37
Name of registered person	Youth Options
Registered person unique reference number	RP519699
Telephone number	01264 332188
Date of previous inspection	6 June 2023

Information about this early years setting

The Scott Centre Pre-School and Schools Out registered in 1994 and is located in Andover, Hampshire. The setting offers a number of services which are managed by a registered charity called Youth Options. The pre-school operates from 9am until 3pm, Monday to Friday, during term time only. There are 15 members of staff working with the children. Of these, 13 hold relevant qualifications at level 3 or 5. The manager holds a qualification at level 6. The setting provides funded early education for two-, three- and four-year-old children. The after-school club operates from 3pm until 6pm, during term time only. The holiday scheme operates Monday to Friday, from 8.30am until 6pm, every summer holiday, Easter and half-term holiday. The setting is in receipt of additional funding for school-age children, during some holidays, through the Holiday activities and food programme scheme.

Information about this inspection

Inspector

Melissa Cox

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the leadership team and has taken that into account in their evaluation.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector spoke to children to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector viewed areas of the setting and discussed the safety and suitability of the premises.
- Parents shared their views of the setting with the inspector. The inspector also spoke to a representative of the local authority.

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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