

Scotter Pre-school

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



Inspection date	22 March 2019
Previous inspection date	14 April 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 conscientious staff support excellent programmes of transition in readiness for children starting school. For example, staff accompany children to the local school for activities throughout their pre-school year. Children become familiar with the environment and the teaching staff in preparation for attending their new Reception class.
- Parents speak highly of the pre-school and value the supportive relationships they have with staff. They are confident that their child is making good progress. Parents eagerly contribute to the 'wow' moments board and family books.
- The manager uses funding well to help narrow gaps in learning and support individual children's progress. For example, when staff identify specific communication issues, they provide targeted activities and resources to support children to quickly develop their speech and language skills.
- The manager, staff and committee work hard to ensure the welfare and developmental needs of the children are always met. They demonstrate a strong team ethos. Staff are very attentive, friendly and reassuring, which has a positive effect on children's emotional security.
- The manager and staff develop effective links within the local community. For instance, staff support children to understand the importance of caring for their local environment, by helping to litter-pick and keep the area clean. The children make regular visits to a residential care home, the school, church and local businesses. This helps to enhance children's learning and contributes to their understanding of the community they live in.
- On occasions, children do not have enough time to think about how to respond to questions and comments from the staff and express their own thoughts and ideas.

What the setting needs to do to improve further

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

- give children more time to think, respond to questions and explore their own ideas.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector completed a joint observation with the pre-school manager.
- The inspector spoke to several parents during the inspection and took account of their views.

Inspector

Sharon Waterfall

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The manager and staff have a firm understanding of a wide range of safeguarding issues, including the procedures to follow to report concerns. Staff receive regular safeguarding training and updates, further supporting them in their roles. The manager monitors the progress made by all children. She shares her findings with staff to help inform plans for future learning. For example, extra resources to support imaginative development has helped children to make more progress in this area of learning. Self-evaluation is effective. The manager and staff seek the views and comments of parents, children and other professionals, to continually improve the service offered. When children attend other settings, staff work very closely with the staff there to ensure children receive a consistent approach to their care and learning.

Quality of teaching, learning and assessment is good

Staff accurately assess individual children's levels of development and plan effectively for their next steps in learning, in partnership with parents. Children have good opportunities to develop coordination and dexterity, to strengthen their hand muscles ready for learning to write. For example, they make and play with dough and draw marks and patterns in shaving foam. Staff make good use of opportunities to incorporate mathematical learning. For example, they support children to estimate size and identify the smallest and largest shapes, as children draw around one another. Children's developing literacy skills are promoted well. Stories are read with enthusiasm by staff and children are keen to guess what happens next.

Personal development, behaviour and welfare are good

Staff ensure snack-time routines are calm, unhurried and well organised. Children are fully involved in helping with tasks, such as cutting their own fruit and washing their pots. This promotes their independence skills particularly well. Children's behaviour is very good. They are kind to one another and demonstrate strong cooperation skills. Staff provide exciting opportunities to learn about nature. Children enjoy regular walks in the local woods and the chance to play on the park in the village hall grounds. This ensures they have plenty of opportunities to play energetically and learn about healthy lifestyles. Staff teach children about the wider world and differences and similarities between themselves and others. For instance, they provide activities, resources and books that reflect a range of differing cultural backgrounds.

Outcomes for children are good

Children make good progress in their learning. They develop many skills needed in readiness for the next stage in their learning, such as the move on to school. For example, children recognise their name and identify the sounds that letters represent in familiar words. They eagerly take part in group activities, where they confidently express their views and ideas. The children have good imaginative and language skills. They confidently express their ideas and provide narratives for their play. For example, they use new vocabulary as they design and develop a jungle environment.

Setting details

Unique reference number	253470
Local authority	Lincolnshire
Inspection number	10072683
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	2 - 11
Total number of places	36
Number of children on roll	37
Name of registered person	Scotter Pre-School Committee
Registered person unique reference number	RP904689
Date of previous inspection	14 April 2016
Telephone number	01724 764065

Scotter Pre-school, located in Gainsborough, Lincolnshire, registered in 1995. The pre-school employs eight members of childcare staff. Of these, seven hold an appropriate early years qualification at level 3 or above. Sessions are from 9am until midday on Monday, Tuesday and Wednesday, and from 9am until 3pm on Thursday and Friday. The pre-school offers a breakfast club during term time. Sessions are from 7.30am until 9am. The pre-school provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

