

Skamps Pre-school

St Andrews House, Smorrall Lane, Bedworth, CV12 0JP



Inspection date

14 September 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the 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 quality of teaching is good. Staff assess children's progress effectively in order to identify any gaps in their learning. They plan according to children's interests and engage them successfully in a wide range of activities. Children are very well prepared for the next stage in their learning. They are challenged and stimulated by the activities offered to them.
- Staff know children very well through their observations and from information obtained from parents. They meet their individual needs and work effectively with parents to support the next steps in children's learning. Parents are kept well informed about children's progress and activities.
- Children are happy and settled in the welcoming environment of the pre-school. Children's health and well-being are given high priority. They enjoy healthy snacks and develop good social skills as they play. Staff help them to share and to understand that they sometimes have to wait for their turn. Children develop their physical skills in the well-resourced garden.
- Staff work as a strong team to monitor and evaluate the provision effectively. They are well motivated to provide the best possible care and learning for children at the pre-school. There are effective partnerships with other professionals to support children and their families.

It is not yet outstanding because:

- Although staff monitor the progress of individual children well, they have not yet extended this to groups of children in order to plan more specifically for any shared gaps in learning.

What the setting needs to do to improve further

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

- monitor the progress of specific groups of children and use the information to plan even more focused activities for these children.

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 completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and deputy manager. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Catherine Sharkey

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff understand and implement effective safeguarding policies and procedures. The premises are secure and children are very well protected. The provider has varied experience of child protection matters and is very competent in this area. She makes sure all staff have a secure knowledge of this and that they discuss any concerns with herself and the other staff so that children are well protected. Staff reflect on their practice and monitor individual children's progress carefully, particularly for their speech and language development and early literacy skills. They ensure that they are all making good progress from their starting points.

Quality of teaching, learning and assessment is good

Staff challenge and stimulate children very well. They use skilful questioning to encourage children to think about what they know. Three-year-old children are asked which is the biggest of two kitchen implements and to compare the sizes of the containers they use when playing with dry rice and pasta. Staff help children to count how many pasta tubes they add to a tub and how many sausages are left in the pan each time as they sing a number song. They know that younger children are not ready to sit and listen to a story after playing outside, so they introduce action songs to focus their attention. Staff engage children in conversation as they play in order to develop children's communication skills at every opportunity. This is a strength of the staff's teaching.

Personal development, behaviour and welfare are good

The caring staff help children to feel emotionally secure and to become familiar with the pre-school routines. Children gain confidence and positive self-esteem and are praised frequently by staff. Children are encouraged to speak in front of small groups and they make very good progress in their language skills and confidence as a result. Children's behaviour is very good and this is managed skilfully by staff. They help younger children learn to manage their feelings and behaviour when another child has a toy they want by helping them to find other toys that are the same. Healthy snacks, such as raisins, fruit or crackers are offered to children. Children learn about a range of cultures and festivals and take part in some interesting activities connected with these. Children are well prepared for their move to school, when the time comes.

Outcomes for children are good

Children learn the correct use of mathematical language and how to count during activities. They count how many scoops of rice it takes to fill a toy truck. Children enjoy using chalks to make marks and draw shapes. They identify shapes and colours in a picture book and are imaginative in creating models from boxes, tape and paper. Children are learning to be independent as they find their drinks when they need them and put on their shoes to play outside.

Setting details

Unique reference number	EY481207
Local authority	Warwickshire
Inspection number	990490
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 4
Total number of places	25
Number of children on roll	18
Name of registered person	Gaynor Susanne Powell
Registered person unique reference number	RP513139
Date of previous inspection	Not applicable
Telephone number	07714326706

Skamps Pre-school was registered in 2014. The pre-school employs four 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 5.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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