

# The Scott Centre Pre School and Schools Out

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



<b>Inspection date</b>	17 October 2017
Previous inspection date	24 January 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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

- Staff carefully monitor children's progress to ensure that children receive the support they need. They establish good working relationships with other professionals to help enhance the opportunities for learning and children make good progress from their starting points.
- Staff encourage parents to share information about their child's ongoing development at home to promote continuity in their learning at pre-school.
- Children are inquisitive and articulate, they quickly notice changes and ask questions.
- The staff are good role models. They set a positive example to the children and talk calmly and patiently to the children and each other. Children demonstrate good behaviour and an increasing awareness of the needs and feelings of others.
- Staff effectively encourage children to learn why a healthy diet and physical exercise is important through activities and conversations.

### It is not yet outstanding because:

- At times, children lose interest in group activities as staff do not quickly adapt to their individual learning needs and provide sufficient challenge.
- Staff do not always use mathematical language sufficiently in their interactions with children to encourage, for example awareness of numbers, size, quantity and shape.

## What the setting needs to do to improve further

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

- improve the organisation of group activities and the support from staff to adapt and extend them effectively to meet children's different learning needs
- develop further, staff awareness of how to encourage children's mathematical skills.

### Inspection activities

- The inspector reviewed the resources and premises with the pre-school manager.
- The inspector observed the children at play and their interaction with staff and observed an activity with the pre-school manager.
- The inspector discussed the setting with parents and members of staff.
- The inspector reviewed documents and records provided by the management.
- The inspector reviewed and discussed the self-evaluation with the manager.

### Inspector

Lynne Lewington

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff know the signs that would cause concern for a child's safety and the actions they must take. They demonstrate a confident awareness of wider safeguarding issues. Management seek the views of staff, children and parents to help evaluate the provision and constantly improve. Each child's development is monitored carefully and management use the development records for the whole setting to identify areas for improvement. Staff are inspired by the opportunities for continuous learning and training. This helps to develop their skills and maintain a consistent workforce. Partnership with parents is very effective.

### Quality of teaching, learning and assessment is good

There is a well-established system to regularly monitor children's development across all areas of learning. This enables staff to identify areas in which individual children may need extra support to help them achieve. For example, if they identify a weakness, staff work with parents to seek professional support and guidance. This professional guidance helps them to effectively meet the child's needs within the pre-school environment. Staff talk to and listen to the children attentively. For example, with support the children use timelines to identify the routine of the day and make choices about what they would like to do. This provides an opportunity for the children to think and reflect on their activities.

### Personal development, behaviour and welfare are good

Staff strive to encourage healthy eating. For example, they provide parents with information about nutritional lunches and offer the children healthy snacks and drinks. Children enjoy good opportunities to develop their physical strength and coordination. For example, children confidently ride scooters, dig in the sand and throw balls. They begin to develop their independence and take responsibility. For example, they register themselves on arrival, pour their own drinks and learn to put on their own coats. Children settle quickly, indicating they feel safe and secure in the happy pre-school environment where they have many opportunities to explore. Children learn about caring for others and learn to take turns and share.

### Outcomes for children are good

Children enjoy solving problems when staff ask them questions that make them think. For example, staff encourage the children to think how they can solve the 'traffic jam' on the path. Children join in and remember the words and actions to songs enthusiastically. They use books independently and listen attentively when adults read to them. Children use painting and writing materials to create pictures, and practise the skills that will assist them to write. Children feel and talk about the textures of the ingredients in their cooking activities and enjoy the opportunity to break eggs. They learn about the natural world around them. For example, as they discuss the weather and grow peas and carrots in the garden. Children effectively develop the knowledge and skills that will support them when they start school.

## Setting details

<b>Unique reference number</b>	110156
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1061203
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	55
<b>Number of children on roll</b>	85
<b>Name of registered person</b>	Youth Options
<b>Registered person unique reference number</b>	RP519699
<b>Date of previous inspection</b>	24 January 2013
<b>Telephone number</b>	01264 332188

The Scott Centre Pre-School, and Schools Out holiday and after-school club, registered in 2012. The setting operates from the Scott Centre in a residential area of Andover, Hampshire. The holiday scheme operates Monday to Friday from 8.30am until 6.00pm 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 14 members of staff working with the children; of these, eight hold relevant qualifications at level 3 or 4. The pre-school manager holds a level 6 qualification.

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