



# The Good Shepherd Pre-School

Inspection report for early years provision

<b>Unique Reference Number</b>	EY334654
<b>Inspection date</b>	15 September 2006
<b>Inspector</b>	Susan Riley
<b>Setting Address</b>	Weaverthorpe Scout Hut, 78a Weaverthorpe Road, Woodthorpe, Nottingham, NG5 4PT
<b>Telephone number</b>	07971382837
<b>E-mail</b>	
<b>Registered person</b>	The Good Shepherd Pre School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

The Good Shepherd Pre-School, which is run by a committee of parent volunteers, first opened in 1991. It registered in the current premises in 2006. They operate from Weaverthorpe Scout Hut in Woodthorpe, a residential area close to the city centre of Nottingham.

A maximum of 26 children may attend the pre-school at any one time. The group is open each weekday from 09:30 to 12:00 during school term times. There is an optional lunch club from 12:00 to 13:00 on Monday, Tuesday, Wednesday and Friday. All children share access to a secure outdoor play area with both hard and grass surfaces.

There are currently 38 children from two and a half to under five years on roll. Of these, 30 children receive funding for nursery education. Children attend from the local and wider

communities. The pre-school currently supports children who speak English as an additional language.

The pre-school employs seven staff. Of these, five hold appropriate early years qualifications. The group is a member of the Pre-School Learning Alliance and receives support from the Nottinghamshire Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children's health is mostly protected as the setting takes positive steps to promote the children's good health, and encourages them to begin to take responsibility of meeting their own health needs. Children are not fully protected from the risk of cross-infection, through the use of the communal towels for hand drying. Appropriate measures are taken when children are ill so that their health needs are met. For example, the children's individual care needs are well met because appropriate information is obtained from their parents at registration. Children's welfare is mostly promoted because the staff can respond to accidents appropriately as current first aid certificates are held, the first aid box is up to date and readily available. However, some accident records do not contain sufficient information and some parents have not signed the record. Thus ensuring that they are fully informed of what has happened to their child. The children are learning about their personal hygiene and how to keep healthy as the staff encourage the children to wash their hands appropriately.

The children are appropriately nourished. They have good opportunities to learn about healthy eating because the setting provides children with regular drinks and snacks that are nutritious and complies with their dietary and religious needs. Children are beginning to be aware of what foods are healthy in a fun way as they talk about what they had for breakfast.

Children enjoy a wealth of physical opportunities, such as riding wheeled toys, balancing on beams, crawling through tunnels and climbing in and out of large boxes as they make their dens. This ensures they are developing co-ordination and control of their bodies. Regular opportunities are provided for all children to have physical play inside and outside in the fresh air.

Younger children are developing their independence physically and emotionally. They are active and are becoming increasingly independent, acquiring new physical skills and control over their bodies. They are learning to express their needs and are beginning to meet those needs independently. For example, through the snack and lunch time routines. As they grow the children become more aware of their own bodies and develop an awareness of others and their needs.

The needs of the younger children are adequately met because the setting has sound understanding of the needs of the younger children and provides appropriate activities and resources to support the children's physical and emotional development.

## **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are safe and are very well cared for in premises that are safe, secure and suitable for their purpose. This is because the staff ensures that the environment gives children adequate access to a comprehensive range of facilities that successfully promote children's development. The premises are welcoming and child centred. For example, the children and parents are greeted by name as they arrive. They have a welcome table with the all children's names on, enabling them to find their name as part of the registration routine. Children also gain a sense of belonging as they see their art work displayed. Outdoor space is secure, safe and well maintained.

The children always use a wide range of equipment that is suitable and safe. This is because the setting provides furniture, equipment and toys which are appropriate for their purpose. They are of suitable design and condition and are well maintained. Children can safely access resources and make their own choices, which effectively promotes their independence.

Children's safety is well promoted because the staff take positive steps to promote safety within the setting and on outings. They ensure proper precautions are taken to prevent accidents and minimise identified risks to children. For example, risk assessments are undertaken and children are supervised at all times. The premises are secure and there is a safe procedure for the collection of children. Children are kept safe on outings as the setting have good procedures in place. For example, parental consent is gained, risk assessments are carried out, contact details and first aid resources are taken on the outing and appropriate ratios are maintained.

Children are learning to keep themselves safe. They begin to understand about safety issues within the setting and during the planned and spontaneous activities. For example, children understand the importance of staying safe and calm as they practise fire drills and through activities about road safety. They have group discussions relevant to the current topic as in why they need to wear life jackets when in a boat. The children are adequately protected from harm because staff have a sound understanding of their role in child protection. They are able to put appropriate procedures into practice.

Younger children are able to investigate and explore their surroundings safely. They begin to understand there are rules and boundaries that keep them safe. They develop an increasing understanding of how to keep themselves safe. The children use appropriate and safe equipment and they are encouraged to become aware of their own safety and that of others.

## **Helping children achieve well and enjoy what they do**

The provision is good.

The children are confident, independent and are developing their self-esteem. They ask questions and respond to new challenges by questioning and using their own initiative. All children have their individual needs met and are developing a good range of knowledge and skills because there are effective plans which provide activities and play opportunities that help children achieve in all areas. Children begin to distinguish right from wrong and form positive

relationships. There are consistent boundaries and adult support which helps the children to develop appropriate skills.

Nursery education.

The quality of teaching and learning is good. Children are interested in the wide range of activities provided, which ensures they remain engaged and are motivated to learn. The broad range of resources and activities available each day ensures that they make good progress in all areas of learning. Children's personal and social skills are a particular strength as they rapidly develop confidence and independence. They make decisions, for example, deciding which activity they wish to use, and select resources independently. Children demonstrate a sense of pride in their own achievement. For example, children proudly show each other their completed craft work. Children form good relationships with other children and adults. They work as part of a group, take turns and share.

Children are confident and skilled speakers, using words effectively to share their experiences in a small group or to negotiate roles within imaginary play. They enjoy listening to stories and select books to look at for their own enjoyment. Children are starting to link sounds to letters. They are attempting to write their own name and some children are beginning to form recognisable letters. Children attempt writing for a variety of purposes. For example, when playing outside they give out speeding tickets. All children use numbers and mathematical language confidently within their play because this is readily encouraged by the staff. Consequently, children count competently and begin to solve number problems within their play.

Children are beginning to make sense of the world around them by investigating and exploring through first hand experiences in an interesting environment. They have opportunities to observe, explore, question, and be curious in a broad range of activities that form the foundation of later learning in history, geography, science and technology. Children are starting to gain an awareness of the cultures and beliefs of others, through effective use of the topics covered and of many resources around the setting.

The children enjoy a wide range of physical activities that help them to develop their confidence and skills both when using large and small apparatus, tools and equipment. They are developing a positive attitude towards physical exercise and a growing awareness of how it can help them to stay healthy.

The children are able to be creative, expressing their own ideas and thoughts through art, music, role play and imaginative play. For example, children make their own dens out of the large cardboard boxes and pieces of fabric. They use a widening range of materials and tools to help them to express their own creativity. For example, they make their own boats and then see if they float. Children enjoy singing songs and musical activities.

Effective planning covers all areas of learning and regular observations of the children inform the assessment records. This means staff have a good idea of what children need to learn next. At present staff do not effectively evaluate children's learning, however, this is currently being developed. Good levels of staff support means children receive a balance of child-initiated and

adult-led activities which help children learn through play. Staff generally use a good and varied range of teaching techniques that promote children's enthusiasm for learning. They use effective questioning techniques that help children think and reason within their play, so promoting their learning.

### **Helping children make a positive contribution**

The provision is good.

Children are developing sound relationships with adults and peers. The staff work closely with parents and carers to meet individual needs and to ensure that children are fully included in the life of the setting. Children's behaviour is managed sensitively and appropriately by the staff, who take account of the children's age and stage of development.

Children are able to feel a good sense of belonging and make their own choices and decisions. They are developing good self-esteem and respect for others. Children benefit from activities and resources that help them to develop an understanding of diversity and learn about their local community. Children who speak English as an additional language receive good levels of support to enable them to be fully included and make progress. Children are valued as individuals which actively promotes inclusion. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents of children who receive nursery education is good. Children benefit from the positive partnership staff develop with parents. A variety of ways to involve and inform parents about the setting, such as clear informative displays, detailed prospectus, regular newsletters and daily discussions, all help to keep parents very well informed. Parents are encouraged to become involved in their child's learning through shared activities. For example, parents regularly help on the daily rota and each child has the opportunity to take part in the book lending library.

### **Organisation**

The organisation is good.

Children are cared for in a very well organised environment. Staff know their roles and responsibilities and effectively implement routines to give children a broad range of experiences. The recruitment and vetting procedures ensure children are protected and cared for by staff with a sound knowledge and understanding of child development. Correct staff ratios are maintained at all times which supports children's care, learning and play. Children are appropriately grouped. For example, at story time the children are placed into two groups according to their age and stage of development. This ensures that children gain the most from this activity.

Children benefit from well-deployed staff, who consistently interact with them and give them effective support and encouragement. This helps children to feel secure and confident. Staff regularly attend training to increase their knowledge and understanding of child development or to keep themselves up to date with current issues. Overall, the provision meets the needs of the range of children for whom it provides.

The leadership and management of the nursery education is good. The manager has developed sound aims and values for the provision and has a clear vision for staff continuing improvements for children's care and education. The manager is well aware of the strengths and weaknesses for children's education and what is required for improvement. Training opportunities ensure that children are well-protected and cared for. The established staff team work very well together and are good role models for children.

#### **Improvements since the last inspection**

Not applicable.

#### **Complaints since the last inspection**

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

### **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

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#### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

##### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure a detailed accident record is maintained, and that all records are signed by the parent or carer
- ensure the registered person promotes the good health of children and takes positive steps to prevent the spread of infection, with reference to the use of communal towels.

##### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue with the development of evaluating children learning.

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