

The Good Shepherd Pre-School

Inspection report for early years provision

Unique reference number

EY334654

Inspection date

25/09/2009

Inspector

Diana Pidgeon

Setting address

Weaverthorpe Scout Hut, 78a Weaverthorpe Road,
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Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

The Good Shepherd Pre-School first opened in 1991 and registered at the current premises in 2006. They operate from the Weaverthorpe Scout Hut in Woodthorpe, a residential area close to the city centre of Nottingham. The pre-school is managed by a committee of parent volunteers. The group is open each weekday morning from 09:15 to 11:45 with afternoon sessions from 12:45 to 15:15 on Monday and Tuesday only, during school term times. There is an optional lunch club from 11:45 to 12:45 on Wednesday, Thursday and Friday. All children share access to a secure outdoor play area with both hard and grass surfaces.

The pre-school is registered on the Early Years register and both the voluntary and compulsory parts of the Childcare Register. A maximum of 26 children may attend the pre-school at any one time. There are currently 45 children from two and a half to under five years on roll. The setting is in receipt of funding for the provision of free early education for children aged three and four years. 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 overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Failure to ensure appropriate steps are taken to inform Ofsted of changes to the managing committee means that the necessary checks have not been taken to determine the suitability of those responsible for the pre-school. This means the arrangements to safeguard children are insufficiently robust and impact significantly on the inspection outcome. However, day-to-day safety and staff's knowledge and ability to implement their safeguarding procedures are suitable. The educational provision is good with children benefiting from imaginative and well-presented activities that help them to learn through their play. Relationships with parents and other professionals enable information to be reliably exchanged and staff use this to meet each child's individual needs. The manager and staff take steps to monitor and evaluate the provision but this is not yet sufficiently comprehensive.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure Ofsted is notified of any changes to the individuals who are members of the governing body 09/10/2009

(Suitable people: also applies to the compulsory part of the Childcare Register).

To improve the early years provision the registered person should:

- extend the process of self-evaluation to ensure all aspects of the provision are covered
- ensure all committee members are given full information and guidance on their roles and responsibilities
- consider fully the arrangements for the provision of snacks to ensure the risk of cross-infection is minimised, with particular reference to when dips are provided.

The effectiveness of leadership and management of the early years provision

The overall effectiveness of the leadership and management of the pre-school is significantly affected because the provider has committed an offence by failing to notify Ofsted of any changes to the individuals who are members of the committee. This is a specific legal requirement in the Statutory Framework for the Early Years Foundation Stage. Ofsted does not intend to prosecute on this occasion. This means that appropriate steps have not been taken to ensure those responsible for the pre-school have undergone the appropriate vetting process and as a result, fails to safeguard the children sufficiently and impacts on safety overall. This is due to an oversight and lack of knowledge of the appropriate procedures and the committee show a willingness to rectify this. Staff have the appropriate knowledge of the Local Safeguarding Children Board procedures and this ensures they are able to take appropriate action in the event of any concerns. Staff vigilantly supervise the children and provide a safe environment that is risk assessed formally and checked daily. Appropriate recruitment procedures are in place, although due to stability of staff there has been no recent recruitment needed. All of the staff working with the children are appropriately vetted.

Children benefit from an enthusiastic and well-established staff team, who use their experience and training to provide a wealth of exciting play activities. The key person system works well to ensure each child receives experiences well-matched to their needs and interests and that relevant information is shared with parents. Good arrangements are in place to ensure all children are included. For example, staff have undertaken specialist training to support children with specific health needs. Parents are central to the working of the pre-school. Volunteers make up the management committee and many parents help with outings and activities, sharing their skills and experiences to enrich the curriculum. Good dialogue between staff and parents ensures key information is exchanged and that parents are kept well-informed about their children's achievements. The pre-school is developing their links with other providers so that relevant information is shared to aid transition between settings. Staff work with other professionals to support individual children and enhance their own practice.

The staff maintain the required records to support the day-to-day running of the

pre-school. Appropriate policies are in place to guide practice and relevant parental consents are sought to enable staff to act in children's best interests at all times. The staff work closely together to organise the sessions and plan for the children's learning. They are beginning to introduce a system of self-evaluation but this is not yet sufficiently rigorous to identify any short-comings for themselves. However, there is a commitment to ongoing improvement as demonstrated through the positive steps taken to address the recommendations made at the previous inspection and the initiatives and training undertaken by the group as a whole.

The quality and standards of the early years provision and outcomes for children

Children achieve well and thoroughly enjoy learning through the exciting activities provided for them in the pre-school. From the time they arrive the children are eager to explore whatever is available to them and they meet every new challenge with a real enthusiasm. Staff provide a well-balanced session that contains suitable periods of time where children follow their own initiated ideas as well as some adult-led activities. Staff plan what to have out with care and take account of each child's interests and learning needs. Through their interaction with the children they draw out learning and ensure appropriate levels of challenge are available for all. Children rapidly develop confidence to interact with others and learn how to behave as part of a group. For example, they show kindness towards others by immediately sharing their dough when new children come to the table. They show an ability to take turns as they use the computer and to work cooperatively as they build using 'tree blocks'. Den building absorbs the children and allows them to use their imagination as they create their own constructions using large boxes and many different materials and fastenings. Their manipulative skills are further supported through handling a wide range of small tools and real gadgets. For example, children use stubby screwdrivers, small spanners and handle different nuts and bolts, making connections in how they have seen these used at home. Good use is made of the outdoor area so that children are active and develop their physical skills. For example, they join in enthusiastically with action songs and use a range of small sports equipment such as hoops and bean bags. A full range of experiences, such as caring for plants and watching small creatures, help children to develop their knowledge of the natural world.

Staff help children to learn and develop very effectively because they use their observations and assessments skilfully to plan and support each child as an individual. Children's social skills and ability to communicate with others is rapidly enhanced, so that they are developing the underpinning skills needed for their future success. Children follow good hygiene practices as they take increasing responsibility for washing their hands appropriately throughout the session. They benefit from a varied snack menu that takes account of children's dietary needs and introduces them to a range of healthy foods. Children enjoy their snack and eat well, although the practice of a small group of children all dipping their pitta into the same container of 'dip' does not protect them from the risk of cross-infection. Children learn many safety messages, such as why it is important not to run indoors and how to move between rooms safely. They help to count children at key times in the day and through taking part in fire practices understand how to

leave the building quickly in an emergency. However, their overall safety is affected by the key weakness from this inspection.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	4
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	4
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Changes to people) 09/10/2009
- ensure the registered person informs Ofsted of changes of circumstance as soon as they can, no later than 14 days after the change occurs (Providing information to Ofsted: also applies to the voluntary part of the Childcare Register). 09/10/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare Register (Providing information to Ofsted). 09/10/2009