

The Good Shepherd Pre-School

Inspection report for early years provision

Unique reference number

EY334654

Inspection date

16/03/2010

Inspector

Jasmin Myles-Wilson

Setting address

Weaverthorpe Scout Hut, 78a Weaverthorpe Road,
Woodthorpe, Nottingham, NG5 4PT

Telephone number

07971382837

Email

Type of setting

Childcare on non-domestic premises

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates 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 copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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 pre-school is open each weekday morning from 9:15am to 11:45am with afternoon sessions from 12:45pm to 3:15pm on Monday and Tuesday only, during school term times. There is an optional lunch club from 11:45am to 12:45pm on Wednesday, Thursday and Friday. All children share access to a secure outdoor play area with both hard and grass surfaces. Access to the premises is through a main door either by steps or a ramp.

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 50 children from two and a half to under five years on roll. The pre-school 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 including paediatric first aid certificates. Two members of staff are working towards a Foundation Degree and Early Year Professional Status. The pre-school 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 good.

Children are happy at the pre-school and are cared for in a very welcoming and caring environment. The staff team recognise that individuality of children and how they learn and develop, supporting everyone accordingly. Therefore, all children making good progress in their learning development overall. There are good a good range of policies and procedures which ensures the safety of children and the safe management of the pre-school. Partnerships in the wider context are used to promote good quality education and care for children. The pre-school has addressed all actions and recommendation from the last inspection and future plans show their commitment to continual improvement, promoting the outcomes of children and raising the overall quality of the provision.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- provide consistent experiences and support which will help children to know themselves and what they can do
- consistently support children in developing their understanding in numeracy including simple subtraction and 'taking away'

- review the systems for effectively involving parent's view in the self-evaluation process and for seeking their views regarding the care and education the setting provides.

The effectiveness of leadership and management of the early years provision

Most of the staff hold relevant childcare qualifications and all staff are qualified in first aid. Children remain safe and secure in the pre-school as staff demonstrate good understanding with regard to their role in safeguarding children's welfare. Efficient recruitment procedures ensure appropriate checks are carried out on all staff and committee members to confirm they are suitable to work with children. Comprehensive risk assessments for indoors, outdoors and outings effectively minimise the chance of accidental injury. Very good organisation of the premises and resources ensure that children access areas safely supported by good deployment of staff.

The staff have good knowledge of the Early Years Foundation Stage (EYFS), provide activities that cover most of the six areas of learning well and know the desired outcome of activities they provide. For example, one of the objectives of outdoor play on the bikes, scooters and pushing prams is to get the children to develop children's listening skills when they are told to stop. The staff work very well as a team to meet the needs of all children attending. They regularly meet together to evaluate the service they provide and in doing so they have identified areas of strength and improvement within the pre-school and have already begun to address these issues. The manager has a high level of awareness of her role and responsibilities within the setting. She influences the practice through being 'hands on', providing a good role model and ensuring staff are fully supported in what they do. Staff support children's learning well as they sit on children's level giving them lots of eye contact and where appropriate and they initiate ideas and then let the children build on them. For example, staff encourage children to make robots with boxes and other materials and show them how it can be done but some children decide to do a house or make their mummy.

The pre-school promotes equality and diversity very well, which ensures their practice is inclusive, through a variety of activities, resources and projects such as stories, planned trips, craft work and inviting parents into the pre-school to explain about different cultures, dress and food. The staff ensure the learning environment is accessible and welcoming to everyone; they use signing with all children and display photographs which helps to create an environment which children feel they belong to. Children have their own name label and attach it to a drawer which belongs to them throughout the session for them to put creative work into. Resources are accessible to aid independence, choice and decision making, however, staff sometimes miss opportunities to encourage children's full independence in other areas, for example, at snack time or in self-care.

Staff have very positive relationships with parents and partnerships with others. Parents are kept fully informed of whatever is happening within the pre-school through written policies which are clearly displayed in the foyer area, as well as an

informative notice board. They are given written and verbal reports to keep them fully updated on their children's learning and development progress and they also have access to their own children's observation and development files. Therefore, parents are included in their children's learning and have very positive comments to make regarding the pre-school. There are no systems in place for seeking parents general views about the care and education being delivered and their views for the self-evaluation process is not sought. Good relationships are maintained with the local school through children regularly having the opportunity to meet the EYFS teacher and they are sometimes invited to join the Foundation Stage class. Consequently, this ensure a smooth transition from pre-school to school.

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

Children are making good progress in their learning and development as staff know them well and effectively provides for their next steps in their development alongside effective care. They feel valued as staff treat them as individuals giving them comfort when they are in need of it or just engaging in activities with them. A good range of activities keep the children interested and engaged and they enjoy first-hand experiences, for example, planting, growing and eating vegetables. Staff are calm and have realistic expectations of children and successfully encourage them to act in a positive way in their behaviour and with regard to others. Therefore children develop a positive attitudes regarding themselves and others. A good balanced level of adult-led and child-initiated activities are provided which provides the children with a real sense of belonging. Staff plan a range of purposeful activities, building on children's interests and linking in with the areas of learning within the EYFS. Children have good opportunities to practise their mark making skills, as they use different patterned scrapers in the sand and paint to express themselves. Older children recognize letters and can write their own names. All children access a broad range of tools giving them awareness of media and technology which assist them in acquiring skills for the future. They use their creative and imaginative skills well, for example, as they paint they state it is a bicycle or make their mummy out of a paper plate and other materials.

Children settle well, feel and are safe within the pre-school environment and they move safely around the provision, making individual choices. They learn effective ways to keep themselves safe through taking part in fire drills and discussing safety issues such as road safety. They are also help to understand the expectations of their behaviour through very meaningful conversations with staff, for example, they are informed not to run inside as they may fall and hurt themselves or when asked why they should not throw the sand they gave a valid reason stating it might make the floor slippery. Children are confident in communicating what they are doing such as making a ball out of dough then making it flat. They also demonstrate they have the capacity to listen well as they see the good example the staff set who actively listen to the children. Positive relationships are built with their peers and they are enjoy playing alongside each other or engage in activities together, for example, children build a tower together and excitedly jump around as the tower comes crashing down. Children are

making sufficient progress in their problem solving and numeracy skills, however, staff sometimes miss opportunities to encourage them with simple calculations. Older children are confident in their counting from one to 20 and are beginning to relate number to objects.

Good health and well-being are effectively promoted, as the pre-school uses the detailed information on children's dietary and health needs very effectively. Children receive ample food on individual plates which are healthy. They manage physical activities very well and are positive in attempting activities they may not be used to, such as balancing on stilts. They also help themselves to a drink from the water dispenser whenever they wish to keep their bodies hydrated. Children have good understanding and the ability to follow good hygiene practices and know that washing and drying their hands before eating helps to get rid of all the germs on the hands. All this supports their healthy lifestyles.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

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