

# Shepherdswell Pre-School

Inspection report for early years provision

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<b>Type of setting</b>	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.

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## **Description of the setting**

Shepherdswell Pre-School has been registered since 1972. A committee made up of parents runs it. It operates from the village hall in the rural village of Shepherdswell. The pre-school serves families from the local and surrounding area. The pre-school is open each weekday from 9am to 2.45pm term time only. Children attend a variety of sessions within the opening hours. They have access to a secure enclosed outdoor play area. The provision is reasonably accessible for wheelchair users; there is designated parking and disabled toilet facilities but access to the lower room and the garden is limited as this involves a short flight of stairs.

The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children may attend the pre-school at any one time. There are currently 50 children on roll aged between two and four years. Of these, 35 receive funding for nursery education. The pre-school supports children with special educational needs and/or disabilities and supports children who speak English as an additional language.

The pre-school employs nine staff. Seven of the staff, including the manager, hold appropriate early years qualifications and one is working towards a childcare qualification. The group receives support from the local authority early years advisory team. They are members of the Pre-school Learning Alliance and have links with the local school.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are happy, settled and make good progress towards the early learning goals and the areas of learning. Effective partnerships with parents and other providers, good communication and a professional approach ensures the group meets children's individual needs. Systems and resources to support inclusion are in place. Self-evaluation is effective and staff have clearly identified the strengths and weaknesses of the provision and demonstrate a high commitment to continually improving the pre-school.

## **What steps need to be taken to improve provision further?**

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

- develop the ways in which parents can be more involved in their children's progress and contribute to their developmental records
- continue to develop the outside play area and consider ways of making this and the lower room more accessible for wheelchair users.

## **The effectiveness of leadership and management of the early years provision**

Children are cared for in a welcoming, well-maintained and well-resourced environment. Their safety and well-being are paramount to the committee, the manager and the staff. Staff have a good understanding of safeguarding issues and reporting procedures. Their knowledge of child protection is sound and they work together to ensure all children are safeguarded. The policy is regularly reviewed and updated. It is available to parents ensuring they are fully aware of the group's role and responsibilities. The staff carry out daily risk assessments. They check the equipment and all areas used before children arrive to ensure the environment is safe and secure. One member of staff takes the lead for health and safety and this ensures continuity.

Staff are approachable, friendly and work very well together as a team. They deploy themselves very well and have a clear focus on the pre-school's aims and objectives. This ensures they meet the welfare and learning needs of all children. Robust vetting procedures are in place to ensure staff are suitable to work with the children. The ongoing support, induction and appraisal systems enable staff to develop their knowledge and skills. There is a good commitment from the management regarding staff's self-development. Staff identify their training needs on an ongoing basis. They keep up to date on childcare issues and good practice through discussion at team meetings, attending external meetings and courses, links with the early years advisory team and with a range of other outside agencies. This helps the group to provide a professional service to all children and their families. The committee is well organised and the chair is confident about her role. She and senior staff have drive, enthusiasm, and all work as a team to monitor, evaluate and identify areas for improvement. Previous recommendations have been addressed, tackled and all improvements benefit the children. Ongoing self-evaluation involves all adults working with the children. This helps to promote good outcomes for children.

Partnership with parents and other providers is very good. Staff have established good links with other agencies, for example health professionals, teaching staff at the local school, other pre-schools and childminders, and people in the community like the community warden. Parents receive clear, well-produced information about the pre-school. The prospectus is informative; there are regular parent questionnaires, termly newsletters and a website. These keep parents informed about the provision. In addition, the group holds two parents' evenings a year, which are well attended. As a result of this involvement, parents are confident about airing their views and opinions. They are happy with the service provided by the pre-school. Their positive comments about the friendliness and professionalism of the staff demonstrate their satisfaction. All mandatory records and documentation are in place and maintained to a high standard. Children's records are confidential, shared appropriately with parents and contain relevant and useful information. Comprehensive policies and procedures are in place and shared with the parents. This effective sharing of information and clear communication helps to support children's development and well-being.

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

Children are making good progress in the Early Years Foundation Stage because practitioners have a clear understanding of how to implement the framework. Staff make good use of the areas available and plan a good balance of interesting and suitable activities. They work together to ensure the activities are mainly child-led and that all children are challenged. When children first start at the pre-school staff and parents work together to complete the initial part of the learning journey. This enables the child's key person to understand the child's starting points and helps them to plan according to children's individual abilities and interests. Parents are involved in supporting their children's learning and development, and verbal communication is very good. However, although some parents are keen to look at and be involved with the children's learning journeys, others look at them infrequently.

Staff motivate children well and are skilled at promoting positive attitudes to play and learning. As a result, children have a wonderful time at the pre-school and their levels of enjoying and achieving are excellent. Staff's interaction with the children is good and children benefit from these close relationships. The key person system works very well in practice because adults share information about children's individual needs. Consequently, this helps children feel secure. Staff observe and monitor children during play. They make useful observational notes, which they later transfer to children's individual learning journals. Key persons use these to identify progress and to develop children's next steps in their learning.

Children enjoy purposeful play in this safe, welcoming, relaxed and well-organised environment. When children arrive, they use a self-registration system where they find their name card and put it on a board. They use name cards at snack time, there are a lot of posters and visual signs both inside and in the garden and this encourages word recognition. Staff set out the wide range of toys and equipment imaginatively, which makes the environment conducive to children's learning. Self-selection is very good with all play materials easily accessible. The resources are age appropriate and promote development. Children have very good opportunities to explore their environment and really like the freedom given to choose where they play and with whom. Given the choice, the majority of the children choose to play outside. The free-flow system is very helpful in allowing children to be independent. Other examples of independence are deciding when to visit the snack bar, pouring their own drinks, putting on their shoes to go outside and going to the toilets.

Staff support all children well, including those with special educational needs and those who speak English as an additional language. They are committed to inclusion and promotion of equality. However, parts of the building and garden are not easily accessible for wheelchair users. Children gain an understanding of the wider world through resources which reflect diversity and positive images, discussion, topics and celebrating festivals. They also enjoy learning about their local area on outings in the community. Children have recently planted flowers and vegetables. They are enjoying watching their runner beans grow and monitoring

their progress and height.

Children are developing a good understanding of keeping safe and healthy. For example, the group often visit the local park and children explain 'When we go to the park we hold hands to stay safe when we cross the road'. While playing in the garden they remember to wear their hats 'to keep our heads safe when the sun comes out'. Outdoor play is available on a daily basis, which means children benefit from regular exercise and fresh air. Even in wet weather children play outside and they wear waterproof suits and boots. Children's behaviour is very good. They cooperate and play well together. Staff support children well and give them responsibility for deciding what they do and when. Consequently, children are motivated, engaged in activities and keen to join in.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	1
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

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## **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