



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 110538

DfES Number: 516999

INSPECTION DETAILS

Inspection Date	17/11/2003
Inspector Name	Carole Gronow

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Good Shepherd Preschool
Setting Address	Good Shepherd Church Hall Bramble Close, Holbury Southampton Hampshire SO45 2JP

REGISTERED PROVIDER DETAILS

Name	The Committee of Good Shepherd Preschool Committee
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ORGANISATION DETAILS

Name	Good Shepherd Preschool Committee
Address	Good Shepherd Church Hall Bramble Close, Holbury Southampton Hampshire SO45 2JP

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

The Good Shepherd Pre-School opened in the 1970s. It operates from a church hall in Holbury and it serves the local area.

There are currently 24 children from two to four years on the roll. This includes ten funded three-year olds and three funded four-year olds. Children attend for a variety of sessions. The pre-school supports children with special needs.

The group opens five days a week during school term time. Sessions are from 09:30 - 12:00 Monday, Tuesday and Friday and

09:15 - 11:45 and 12:30 - 15:00 Wednesday and Thursday.

For some weeks during the summer holidays the group opens from 09:30 - 12:00 four days a week.

Seven staff work with the children. Over half the staff have early years qualifications to National Vocational Qualification level 2 or 3. One staff member is currently working towards a recognised early years qualification. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

The Good Shepherd Preschool provides satisfactory care for children.

The pre-school maintains a high level of staffing, mostly ensuring that children can benefit from a very good staff : child ratio. The pre-school has designated staff for some areas of responsibility. Children and parents are greeted on arrival by a staff member. The premises are clean, appear well maintained and are at an appropriate temperature. There is a range of suitable, safe, play provision and equipment which the children enjoy. Most policies and procedures are in place, although do not always reflect how the group operates.

The group make it a high priority to ensure the security of children when they are at the pre-school and most aspects regarding safety have been well addressed. Staff are active in promoting good health and hygiene practice with the children in most areas. Drinks are always available for the children. There are resources which reflect most areas of equality of opportunity. Some staff are aware of child protection procedures.

Staff listen to the children, talk to them and ask them questions to extend their understanding. They praise and encourage children. All staff are aware of appropriate strategies for managing behaviour.

Parents are very happy with the care their children receive. They are kept well informed about most aspects of the pre-school. Staff ensure they are available to discuss children with parents daily.

What has improved since the last inspection?

not applicable

What is being done well?

- Security is given a high priority. Children have to be taken into the room to be registered and collected from the room by their parent. A member of staff remains at the main entrance in order to make sure that children cannot leave unaccompanied. A note is made if a different person is collecting a child and the person is checked before the child is released.
- Staff are active in promoting good health and hygiene with the children. Work surfaces are cleaned and cups sterilised regularly. Children are encouraged to wash their hands and know when they should to do this.
- Parents are very happy with the care their children receive and feel they are kept well informed about the pre-school activities through the notice board and the termly newsletters. The pre-school operates a key worker system. Parents are advised by letter of the key worker allocated for their child. They are notified of when the key worker is available and are encouraged to discuss any areas of concern.

What needs to be improved?

- the procedures for lost and uncollected children
- staff deployment
- the method for recording requests for the administration of medication
- the complaints procedure
- responsibility for child protection by a designated member of staff
- the pre-school's policies and procedures and the information given to parents about them.

Outcome of the inspection
Satisfactory

CONDITIONS OF REGISTRATION
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection	
Std	Recommendation
2	Develop the procedure to be followed in the event of a child being lost or a parent failing to collect a child.
14	Ensure that policies and procedures reflect the practise of the pre-school and that parents are given details about these.
7	Obtain written permission from parents before administering medication to children.
12	Make available to parents a written statement that provides details of the procedures to be followed if they have a complaint and include the contact details of Ofsted.
13	Ensure that there is a trained member of staff who has responsibility for child protection issues.
2	Devise a system to deploy staff around the pre-school in order to ensure that children are safe and recieve support in thier learning opportunities.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The provision for nursery education at the Good Shepherd Preschool is of good quality overall. Children make generally good progress towards the early learning goals in most areas of learning.

The quality of teaching has significant weaknesses. Staff plan a variety of topics and activities and monitor children's progress towards the Early Learning Goals. They encourage children in their efforts, but they are not always clear about how activities can be adapted for individual or more able children, or when to intervene in children's play to promote and extend learning. Provision is made for children with special needs.

The leadership and management is generally good. Staff work well together as a team. They have regular team meetings to discuss plans for the future, and they take responsibility in turns for the topic of the week. They are committed to improvement and develop their knowledge and skills by attending training and working with professionals.

The partnership with parents is generally good. Information about children's progress is shared regularly. Parents receive information through a prospectus, they contribute items for the special interest table, and are invited to volunteer to help on a rota basis. Details about the topic of the week are displayed on a notice board, but parents are not often given ideas or suggestions about how they can help their children at home.

What is being done well?

- Staff work well together as a team and are committed to improvement. They praise and encourage children in their efforts.
- Children learn about their environment through outings in the local and wider area, and through visitors who come to the group.
- Children are secure. They have good relationships with adults and feel confident to challenge staff when they deliberately make mistakes during group activities.
- Children use and practise numbers and counting in groups and in practical activities, for instance during snack time, and when reciting rhymes. They count parts of their body such as hands and fingers.

What needs to be improved?

- the deployment of staff, so that they become more involved and interact more

often in children's play, in order to promote learning

- the system to use observations and assessments to move children on to the next stage in their learning
- the use of the book area to read and look at books, and opportunities for children to link sounds to letters
- the opportunities for children to investigate and explore malleable materials such as clay and play-doh.

What has improved since the last inspection?

The setting has made progress in addressing the key issues from the last inspection.

It was asked to improve upon the quality of teaching by ensuring staff receive training in the Early Learning Goals, special educational needs and child development. Some progress has been made. They now have a member of staff who is a trained Special Educational Needs coordinator (SENCO), all staff have copies of the ELGs, and they continue to work to improve their skills and practice.

The setting was asked to ensure a balance of curriculum planning and improve staff awareness of learning objectives. The planning now includes learning objectives and activities and resources needed for the week. However, staff are not always clear about the learning objectives.

The setting was asked to improve upon language and literacy and make better use of books and stories; providing opportunities for children to listen, increase their vocabulary and link sounds in words and letters. This has been partly achieved. Rhymes have been included in daily activities and books have been purchased, but children are not often read to and spend little time looking at the books.

The setting was asked to improve provision for mathematics by providing opportunities for children to use mathematical language more frequently, count and sort objects, recognise patterns and use everyday situations for practical problem solving activities. This has partly been achieved. Children are counting and looking at shapes in practical activities, but look at solving number problems infrequently.

The setting was asked to improve upon provision for knowledge and understanding of the world by making better use of the environment, outings, inviting visitors and giving children opportunities to explore features of living things. This has been fully achieved.

They invite visitors to the setting and use the outdoor environment to grow plants. They go on outings in the local area.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children's progress in personal, social and emotional development is generally good. They sit and concentrate well on their activities. Children know right from wrong and their behaviour is good. They are secure and confident, but are not always given opportunities to be independent.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Significant Weaknesses
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Children's progress in communication, language and literacy has significant weaknesses. There is a good selection of books, but children do not often listen to stories or use books to look at. Children talk freely to each other and with staff. Many can read some simple words from displays. They hold and use pencils skillfully. They enjoy taking part in songs and rhymes, joining in with group activities. They can recognise some words in displays, but they do not often link sounds to letters.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children's progress in mathematical development is generally good. Most children can count up to 10 and recognise the names of numbers on a chart. They recognise and can name shapes in two and three dimensions, and compare size and shape. They compare heights and look at large and small. They use numbers to count, and most children can count up to ten, but they do not often use numbers to do simple calculations.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children's progress in knowledge and understanding of the world is generally good. Children explore the environment on outings and look at plants and animals. Visitors are invited to the setting to talk to children and answer their questions. However, children do not often talk about past events in order to help them differentiate between past and present.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children's progress in physical development is generally good. They move with control and co-ordination when walking and running in musical chairs and they show awareness of keeping themselves healthy with healthy foods. They notice how they get hot after vigorous activities.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children's progress in creative development is generally good. They enjoy role play and dancing, and use their imagination well. They use their senses of smell and taste to sample foods when making sandwiches, and listen carefully for their name when it is whispered softly. However, they do not often explore malleable materials such as clay or play-doh.	
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Develop the deployment of staff, so that they become more involved and interact more often in children's play, and promote learning.
- Continue to develop planning and make better use of observations and assessments, so that children are moved on to the next stage in their learning.
- Increase the opportunities for children to be read stories and to look at books and encourage children to link sounds to letters.
- Provide opportunities for children to investigate and explore malleable materials such as clay and play-doh.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.