

# Shipston Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	EY437843
<b>Inspection date</b>	16/07/2012
<b>Inspector</b>	Diane Hancock.

<b>Setting address</b>	Shipston Pre-School, Tilemans Lane, SHIPSTON ON STOUR, Warwickshire, CV36 4HP
<b>Telephone number</b>	01608 666029
<b>Email</b>	
<b>Type of setting</b>	Childcare - Non-Domestic

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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

Shipston Pre-School opened in 1966 and was taken over by a new company in 2011. It operates from self-contained accommodation in the grounds of Shipston Primary School, Warwickshire. A maximum of 24 children may attend the setting at any one time. The group operates in term time only five days per week. Opening hours are from 8.30am to 4pm, with a session from 9am to 11.30pm, lunch club runs from 11.30pm to 12.30pm, where children bring their own packed lunch, and an afternoon session runs from 12.30pm to 3pm. A further session is available from 3pm to 4pm if required. Children attend for full day care and a variety of sessions. There is access to a secure enclosed outdoor play area. On occasions they operate a summer holiday club for children aged two to eight years. There are currently 39 children on roll aged from two years to under five years. Of these, 23 children receive funding for nursery education. Children attend from the local community in Shipston and the surrounding villages and rural area. The group supports children with special educational needs and/or disabilities and those who speak English as an additional language. It is registered on the Early Years Register and the compulsory part of the Childcare Register.

The pre-school has eight staff in total. The manager is full time, four part-time staff and other additional staff, when needed, work with the children; all staff have an early years qualification. The manager has a Foundation Degree in Early Years. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive as they enjoy an extensive range of resources and activities in this welcoming and stimulating pre-school. All children are included and staff know them very well and provide support to ensure they make excellent progress. Children's care needs are well met and all welfare requirements of the Early Years Foundation Stage are in place. Staff have excellent relationships with parents and other professionals to ensure consistency of care and smooth transitions to school. The manager and staff are highly committed and have excellent systems for self-evaluation. Their capacity to improve is high with continuous improvements being made which are, mostly, consistently applied.

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

To further improve the high quality early years provision the registered person should consider:

- ensuring consistency in identifying children's individual next steps in their learning and sharing this with parents.

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

Children thrive in this safe, welcoming and secure purpose-built pre-school. Daily checks and detailed visible written risk assessments are in place to ensure all aspects of the environment, including equipment and activities, are assessed and hazards minimised. Clear roles and responsibilities and excellent deployment of staff ensure that children are very well supervised and cared for. Staff are highly qualified and committed to providing a high quality learning, fun and caring environment. All staff have Criminal Records Bureau checks in place and complete regular declarations. Highly robust recruitment, induction, professional monitoring and ongoing training of staff ensure that they remain suitable to work with children. Children are protected as safeguarding is given a high priority with information displayed throughout the nursery. The manager works closely with the school and children's centre to ensure the welfare needs of children are met. Children health needs are catered for in an environment where stringent hygiene procedures are followed and dietary requirements are well respected. Highly effective record keeping, policies and procedures are in place to ensure children's individual needs are well met.

Staff at the setting have excellent relationships with parents. Parents comment that they are very happy with how helpful, friendly and supportive staff are. This helps their children make very good progress, in particular in their confidence, behaviour and language development. Parents are extremely well informed about what the children are learning and child development through detailed newsletters, two-way communication books and workshops. Parents are in an excellent position to promote their child's learning further as they receive detailed activity suggestions and take home books. They have very good opportunities to be involved as they can attend Dads' sessions, take home Bessie Bear and share their culture and experiences with the children. Parents' views are regularly sought and acted upon, for example, their request to have termly parents' evenings, where they see a summary assessment of their child's progress was immediately put into place. Staff know the children well because of this good relationship and gather detailed information ensuring that children's needs and interests are effectively met. However, there is some inconsistency in the sharing of what individual children need to specifically learn and develop next. Staff have excellent relationships with other professionals and providers to ensure children, in particular those with additional needs, are extremely well supported and make excellent progress.

The practice of self-evaluation is exemplary, numerous audits, reflections, targets, tracking systems and detailed action plans ensure that staff work highly effectively. This also helps children make the best possible progress in all areas of learning. The manager and her team are extremely committed and work very hard to improve their knowledge and make ongoing improvements. For example, providing a relaxed environment where children can have increased choices about where and what they do in line with their interests; and the use of natural materials, both indoors and outside.

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

Children are very happy and thoroughly enjoy their time at this friendly and stimulating pre-school which offers a superb range of activities and resources. Children of all ages play extremely well together, forming friendships and engaging in role play as they act out parent and baby games and make very good use of the home corner. Children confidently ask for water as they decide to do some 'painting' and cleaning of the walls and fences, engaging in good team work. Children share popular resources, such as, the roller very well, taking responsibility to go and get a sand timer to take turns. Children have an excellent understanding of the purpose of the written word and become thoroughly involved in creative writing as they make lists, use the wipe boards, clipboards and make invitations. Emergent writing is encouraged in creative ways, such as writing in the sand. Other children get involved in this imaginary play and make 'birthday cakes' with construction toys.

Children develop their physical skills and learn to keep themselves safe as they use scissors, staplers and paperclips. Children are engrossed in their play as they decorate pirate hats. They develop their own ideas, such as, deciding to make themselves a wand from a large supply of creative resources which are easily accessible. Older and more able children are challenged in smaller group activities as they spend time doing letter and sounds activities and games, such as 'I spy'. Children listen and sit well for stories, in a group or when one to one with a member of staff. Many of these skills will help children in their future lives. Children show an interest in books and gather round to look at ones their friends bring in from home. Children benefit from new mathematical and technological resources and thoroughly enjoy filming each other and their creations, such as, a pattern with beads and pebbles. Staff extend children's interest and learning further as they use reference books, posters and visual aids to extend language. This helps a child confidently talk about the lifecycle of a butterfly.

Children grow in independence as they access the toilet and wash their hands and get dressed for outside. Children thrive as they spend time in the fresh air in all weathers. They explore and use their imaginations to make pirate ships out of crates and enjoy developing physical skills as they garden and spend time digging in the mud. Children enjoy the social occasion of bringing in their healthy lunch boxes. They, and their parents, learn about the benefits of healthy eating and different ideas for what to bring in. Children have good appetites as they enjoy regular nutritious and varied snacks. Interesting activities, such as, baking and food tasting different foods, as they look at countries in the Olympics, also promotes children's understanding of a variety of cultures. Children have a real sense of belonging and understanding of their community as they participate in an extensive range of activities. For example, singing in a home for elderly people, visiting local shops and weighing their dolls at the baby clinic. A wide range of shared events and communication with the school ensure excellent support and preparation for school.

Children learn to keep themselves safe as they develop an understanding of saying 'No' and their personal space, they also tidy away, practise fire drills and road safety. They gain, from a young age, an understanding of safety explanations, such as, when handling sand and large sticks and help with risk assessments. Children feel safe as they are confident to express their views, talk about home and seek comfort from staff. Good behaviours, such as, kind hands, are encouraged by staff and reinforced by the use of visual prompts. Children respond very well and have made excellent progress in their behaviour because of the support from staff. Children have a real sense of achievement from the praise they receive and the use of systems, such as, 'proud clouds', where parents also share their child's achievements.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### 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>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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