

Sheering Village Pre-School

Sheering Village Hall, The Street, Sheering, BISHOP'S STORTFORD, Hertfordshire, CM22 7LX

Inspection date	31/01/2013
Previous inspection date	01/11/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The very good use of displayed 'planning to respond' for each child ensures that children's achievements and goals are quickly recorded for very accurate assessments. This practice is worthy of dissemination to other early years providers.
- Key persons are knowledgeable and sensitive in helping children to form emotional attachments and feel very secure within the setting.
- Partnerships with parents, outside agencies and other providers are very effective and contribute to ensuring children's individual needs are quickly identified and met effectively.
- The educational programmes have depth and breadth and are delivered by staff who have high expectations of themselves and children, with a clear understanding of how children learn.

It is not yet outstanding because

- There is scope to improve group times to ensure that children do not get restless.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the indoor play areas.
- The inspector talked to staff and key persons and carried out a joint observation with the manager.
- The inspector looked at various documents, including policies and procedures, children's records, evidence of the suitability of staff and recruitment procedures.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector returned the following day to give feedback on the inspection to the directors.

Inspector

Susan Parker

Full Report

Information about the setting

Sheering Village Pre-School is operated by a Community Interest Company (not for profit). It originally opened in 1987, and changed to a Community Interest Company in November 2010. It operates from three rooms within Sheering Village Hall in Essex; there is a dedicated outdoor play area. The pre-school is registered on the Early Years Register. The pre-school employs 11 members of childcare staff. Of these, five hold appropriate

early years qualifications at level 3 and two at level 2.

The pre-school opens Monday to Friday during the school term. Sessions are from 9am until 12pm. Children attend for a variety of sessions. There are currently 44 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities. The pre-school is a member of the Pre-School Learning Alliance.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- address planning of daily routine to ensure that children are consistently engaged during group activities.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children make good progress and are motivated to learn in this good quality setting. Staff have secure skills and knowledge of the learning and development requirements and a clear understanding of how children learn. The exciting, stimulating and generally well organised environment, both indoors and outdoors, ensures that all children make rapid progress towards the early learning goals. However, on occasion when the large hall is being prepared for physical play, children spend long periods at circle time. This results in some children getting restless and disrupting others. Children consistently demonstrate the characteristics of effective learning. For example, children with limited attention span are well supported in maintaining their interest in activities. Children listen carefully to sounds in the headphones and relate the sound to the picture. They are eager to help each other find the corresponding picture and are praised for their attention and turn taking. Staff have an extremely sharp focus on helping children to acquire communication and language skills and supporting physical, personal, social and emotional development. As a result, children are very well prepared for school and their next stage of learning. For example, children develop their social skills as they play cooperatively with each other, take turns, share resources and negotiate and problem solve when carrying out activities.

The outdoor environment has been improved to a high standard and is used when weather permits. The large hall is transformed with climbing frames, balancing and sliding. Staff encourage and support the children to use the equipment safely, gently encouraging the smaller children as they gain confidence and skill on the equipment. Children have

daily opportunities to develop their large muscle control and coordination, their small muscle skills are developing well through activities such as threading, making marks and moulding clay into snowmen shapes. Children initiate their own learning through exploration and investigation and staff use their skills and knowledge to challenge their thinking further. For example, older children are learning about the animals and climate of Australia, they understand that the time and seasons are the opposite of England. Children are praised as they confidently describe the animals and their features and pronounce words, such as 'Aborigine' and 'didgeridoo'. Staff provide many opportunities for children to communicate their thoughts and ideas as they explore new and interesting resources and experiences that promote their curiosity and thinking skills. For example, older children decide on the snack menu and know what is healthy and what is not.

Children who have special educational needs and/or disabilities are very well supported through excellent partnerships with parents and external agencies. For example, parents or other family members are welcomed into the setting when children are experiencing difficulties settling, this gives children the extra support then need to feel safe and secure in this well run pre-school. Observations and assessments of children of all ages are clear, precise and sharply focused and include contributions from all those involved in each child's learning. They are based on staff's comprehensive knowledge of the children and their families and, as a result, allow staff to support children in making good progress in relation to their starting points. A robust system is in place for tracking and analysing children's learning and progress. This means that children who are at risk of falling below their expected levels of development are identified quickly, which ensures they receive targeted support and appropriate intervention if necessary. Assessments clearly demonstrate that any gaps in children's learning are closing rapidly. Staff clearly display each child's next steps in their 'planning to respond' documents. This enables all staff members, not just the key worker, to know and support each child's individually tailored progress. This is worthy of dissemination to other providers.

The contribution of the early years provision to the well-being of children

Children clearly understand how to keep themselves safe and healthy in the stimulating and safe environment. Staff teach children about health and safety as they discuss how to use the climbing frame or use scissors safely. Children learn to manage their own risks because staff encourage and support them to be independent, confident learners. For example, on the regular outings into the local village or to watch the farmer plough his field, children wear high visibility jackets and understand safety rules near roads. Staff are skilled and sensitive and fully support children to form strong, secure, emotional attachments which provide a solid foundation for their personal, social and emotional development. For example, children are encouraged to be independent as they select their own resources from the vast range of activities and resources on offer. Children learn about the need for healthy food and fresh air and the effects of exercise on their bodies as they participate in physical activities indoors and in the outside play area. The main room has a cosy area where children can rest and relax if they are tired or want to explore the books. Children develop independence and social skills as they help each other with tasks. For example, they help each other tidy away toys and access and help each other solve problems like fitting the train track together. Snack time is a social event where children

pour their own drinks and serve their own food. Children happily discuss their learning, for example, one child described the shape of the cucumber wedge as a 'triangle'.

Children learn about expected levels of behaviour from the positive role modelling of staff and from each other. Children's behaviour is good because staff provide clear boundaries and implement the behaviour management policy consistently throughout the setting. In the pre-school room a large timer is used to help children to take turns and share the most popular equipment and resources. Children independently set the timer to help support their understanding of sharing and manage their own conflicts.

Effective procedures ensure that children are very well prepared for their next stage in learning. Tailored settling in procedures enable children and staff to get to know each other and key workers find out about the children from their parents and build positive relationships with children and their families. Feedback of this process from parents, following discussions with the inspector, shows that they feel this is a significant factor which helps children to settle well into the setting. Staff also make close links with the reception teachers from feeder primary schools to inform them of children's stage of development and learning needs to ensure continuity of learning. Older children visit the reception class at the village school regularly; they attend assembly and singing activities each week in their final term. The village school's recent Ofsted report confirms the success of this partnership. It says that children's 'social development is stronger because most of the children benefit from pre-school provision and there is close liaison with pre-schools and with parents to ease children's transition to school'.

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

Leadership is good and the monitoring and evaluation of the setting's practice is effective. Many improvements since the previous inspection have resulted in robust safeguarding and assessment procedures which ensure that children are safe and protected. All directors have a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. There are effective systems in place for managing performance and a well-established programme of professional development enables staff to improve and develop their knowledge, understanding and qualifications. They have a good knowledge and understanding of how to protect and safeguard all children. For example, there are robust policies and procedures in place for safeguarding, recruitment and risk assessments. All staff have completed safeguarding training and have a comprehensive knowledge of what to do and who to contact if there are any safeguarding concerns. Robust security measures are in place to ensure unwanted visitors do not have access to the building. For example, high ratios of adults for vigilant supervision and an alarmed front door. Comprehensive risk assessments, which are consistently implemented, keep children safe both indoors and outdoors, and when out on trips. All policies and procedures are reviewed and updated annually or more often if necessary to ensure any

new up-to-date information is included. Staff have a thorough knowledge of the educational programmes and consistent monitoring ensures that children experience a broad and balanced range of experiences that help them progress successfully towards the early learning goals. Assessments are consistent and precise and children's progress is carefully monitored to ensure children who may need extra support are quickly identified.

Children's needs are very well met through highly effective partnerships between the setting, parents and outside agencies. Parents are extremely complimentary about the setting and the service it provides. They comment that staff are caring, friendly and approachable and support children and their families exceptionally well. Parents say that they know their children are happy and thoroughly enjoy their time in the safe, secure and exciting environment.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY423302
Local authority	Essex
Inspection number	875753
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	40
Number of children on roll	44
Name of provider	Sheering Village Pre-School C.I.C
Date of previous inspection	01/11/2011
Telephone number	07881557746

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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 assesses 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 4234, 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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

