

# Good Shepherd Pre-School

Good Shepherd Church Hall, Bramble Close, Holbury, Southampton, Hampshire, SO45 2JP

<b>Inspection date</b>	19/04/2013
Previous inspection date	28/02/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Children's individual needs and areas of learning are well met. Children have good opportunities to develop their communication and language skills as staff take time to listen and extend their vocabulary at every opportunity.
- Children form strong bonds with staff and their peers because there is an effective key person system in place. As a result children are happy, settled and secure.
- Good use is made of the environment both inside and outside with exciting and stimulating learning opportunities for the children. Consequently children are motivated and excited to learn and develop independent skills.
- Children are well safeguarded as staff have good knowledge and understanding of the policy and procedure to follow if they are concerned about a child.
- The adults are good role models so that children are well behaved polite and respect each other.

### It is not yet outstanding because

- Self evaluation processes do not include monitoring of the impact of any action taken, so it is not clear that improvements are always effective.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed staff and children in the indoor and outdoor environment.
- The inspector had discussions with staff and looked at some of the children's records.
- The inspector held discussions with the manager and looked at policies and documentation.
- The inspector spoke to children and their parents and carers
- The inspector carried out a joint observation with the manager.

## Inspector

Sue Bowler

## Full Report

### Information about the setting

The Good Shepherd Pre-school opened in the 1970's and was last registered in September 2000. The pre-school is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. It is a community pre-school managed by a committee of parents. The pre-school operates from a church hall in Holbury, Southampton and has an enclosed outdoor play area. It serves the local community and surrounding area. The setting is open during school terms only, from 9am to 12 noon on Mondays, 9am to 1pm on Tuesdays, Wednesdays and Fridays and from 9am to 3pm on Thursdays. A lunch club is available from Tuesday to Friday.

There are currently 29 children within the early years age range on roll. The pre-school provides funded early education for children aged two, three and four years and currently supports children with learning difficulties and/or disabilities. There are four members of staff employed to work with the children, all of whom hold relevant childcare qualifications to Level 3.

### What the setting needs to do to improve further

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

- review the self-evaluation processes to include an improvement plan that demonstrates that planned improvements are concerted and effective and are shared by all staff.

## Inspection judgements

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

Children come into the pre-school happy and are quick to settle, so that they start to play and learn straight away. They are confident and independent learners and so make good progress. Children form strong bonds with adults and their peers helping them to feel safe, secure and ready to learn. Staff have a good knowledge and understanding of how children learn and develop so they plan effectively for children to move on in their learning. Staff know the children well and gather information from children's settling in visits, through careful observation and through continuing close liaison with parents to plan individual learning. Staff make sure that the environment reflects the children's individual needs and interests. For example, musical instruments are set out for a group of children who have been exploring sounds and rhythms. Children enjoy planting seeds and beans with staff to continue to develop their interest in growing. This means that children enjoy stimulating and challenging activities that keep their interest and motivation. Staff

have a good knowledge of each child and keep accurate records to track their progress. These are completed regularly and staff make sure parents are fully informed as they regularly discuss children's progress with them. The information is used to plan effectively for individual children to continue their learning at home and at nursery. Parents say that they are especially happy with the progress that their children make, particularly in developing their confidence. Parents are pleased that the staff know their children well and are confident that their children are kept safe. They also say that they feel welcome and included in all aspects of their children's learning. Many parents are members of the committee and are actively involved in supporting the pre-school. This adds to the sense of community in the pre-school and helps children make connections in their lives.

Children are enthusiastic and show good levels concentration and attention as they play, explore and investigate. Children participate in a wide range of activities and their learning is extended by the skilled support of staff. Children are encouraged to form friendships, share and help each other. For example, children develop their skills and knowledge of technology as they share a laptop, load on different software, happily take turns and help each other complete the programmes. The children are able to make decisions and develop their independence as they help to organise snack time. They also develop their number skills as they set out the correct number of plates and knives. Children become confident communicators as they are supported in developing their language and vocabulary. Staff make time to listen to children and have meaningful conversations about the things that interest them. Staff comment on the children's play and encourage them in what they are doing, giving the children time to respond. This enables children to feel that what they do is valued and they are supported and are encouraged to develop their thoughts. Children develop their literacy skills as they find their own names to self register in the mornings. They become familiar with songs, rhymes and stories. Staff help children make links in their learning and use their imagination and storytelling skills as they discuss Jack and the Beanstalk whilst planting their seeds and beans outside. Children relax and enjoy books in cosy areas and have opportunities to practice their developing writing skills with chalks outside.

Children's maths skills are developed by knowledgeable staff who provide opportunities for children to develop number skills and to use mathematical language. The children compare the length of worms that they find outside, compare the sizes of seeds, discuss how tall their beanstalks will grow and learn new words for describing the direction that they are travelling on their bikes. Children are enthusiastic as they develop their physical skills when climbing up the indoor climbing frame and going down the slide. They set themselves physical challenges as they try different routes to climb to the slide and balance across the tyres and crates outside. Children learn about the environment as they dig the garden, find mini beasts, grow vegetables, make compost and go on local walks. Children are encouraged to explore and investigate, talk about what they see, notice the changing seasons and experience the weather. This helps children feel part of the community and promotes their understanding of the wider world.

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

Children and parents are welcomed into the pre-school at the start of each session. Staff are on hand to greet them and make time to chat and talk. The children are confident and chatty whilst they self register, organise their belongings and are happy to separate and start to play. The key person system ensures that there is close communication between staff and parents and this enables staff to effectively meet children's individual needs. Children are able to form strong bonds with their friends and with staff, which helps them develop a sense of belonging. Children are considerate and help each other and this is fostered and valued by staff. When a game of dinosaurs becomes boisterous staff help children to recognise that not all the children like it, so the children talk about the dinosaurs being friendly and carry on with a more gentle game together. The adults are positive role models and as a result children are very well-behaved and kind to each other. Children know the routine well, so are confident to explore and make decisions. The adults are well deployed so that children are supervised appropriately and they have plenty of time to talk and play with the children whilst supporting their learning and development. Children know how to behave and keep themselves safe as they remind each other to share and take turns. The children have a good understanding of how to keep safe as they remind each other to keep shoes on when on the climbing frame so they don't slip and to only come down the slide when the last child has moved off the mat, so that they don't bump into each other. Children respond positively when staff gently reinforce the boundaries and rules.

Children develop their understanding of healthy lifestyles as they talk about foods that are good for you when planting their seeds and staff encourage them to remember different vegetables that they have grown at pre-school and eaten at snack time. They learn good hygiene routines as they readily wash their hands and help to organise snack time. Children develop their independent skills as they pour their own drinks and peel and chop fruit and spread butter on their crackers. Children are able to choose to go outside for most of the session so experience the weather and get plenty of fresh air every day. They benefit from many opportunities for physical activities and exercise both inside and outside as they use the climbing frame, use bikes and wheeled toys, balance and jump across the tyres and dig the garden. They put their own coats on when they go outside and staff are on hand to help any that need it. Children enjoy a stimulating and welcoming environment with resources that are organised to support children's independence. Children can access many of the resources they need, so that they can make decisions and choices.

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

The manager and staff demonstrate a good understanding of the Early Years Foundation Stage framework and there are comprehensive policies and procedures in place. Staff know what to do if they have any safeguarding concerns and their knowledge is fully up-to-date. There are robust recruitment and induction procedures in place to check that staff are suitable to work with children. Staff are encouraged to obtain additional qualifications and develop professionally. They benefit from a supportive team where staff learn from each other and share their knowledge, expertise and good practice. New staff complete a clear induction process to help them understand their roles and responsibilities. The

manager and committee are fully involved with the hands on running of the pre-school and review and monitor staff practice through observation, regular team meetings and annual appraisals. The manager and committee have a clear view of the settings strengths and areas for development and are in the process of embedding systems to promote improvement through self-evaluation. The self-review process has been used to good effect and issues have been addressed to ensure that all children continue to make progress. For example a new monitoring system has been introduced that has highlighted a need to further develop children's literacy skills. In response, changes have been made to the environment and new resources have been provided. However this process lacks clear monitoring to ensure that improvements are well targeted, have a positive outcome for children and are shared by all staff. The managers, the staff and the committee work well together and share a commitment to providing good quality care and learning for children. The manager regularly reviews planning, assessments and children's records to ensure accuracy and consistency and staff are encouraged to moderate judgements with each other. Children's progress is discussed at staff meetings and any concerns are promptly addressed. The manager readily seeks and takes on board guidance and support where needed. For example, from Local Authority officers, which enhances the expertise and knowledge of staff.

Staff work in partnership with parents and with other professionals to promote the best quality of care and learning for their children. Staff are skilled and knowledgeable about children's learning and development and so are able to identify any additional needs that children may have promptly. Staff then act on this information in close consultation with parents. Consequently all children make good progress and staff are committed to caring for each child's needs and valuing every individual.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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 action. 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

<b>Unique reference number</b>	110538
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	813392
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	29
<b>Name of provider</b>	Good Shepherd Pre-School Committee
<b>Date of previous inspection</b>	28/02/2011
<b>Telephone number</b>	07759177746

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## 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, which are usually the childminder's 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.

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