

Shepperton Preschool Limited

Shepperton Pre School, Glebeland Gardens, Shepperton, TW17 9DH

Inspection date

Previous inspection date

18/06/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Staff engage with children positively and promote their communication and language skills well through discussion, asking questions and encouraging them to participate during small group time.
- Staff use observation and assessment effectively, they plan a wide range of activities based on children's interest and abilities which enables children to develop in all areas of learning. As a result, children make good progress in their learning and development.
- Staff provide children with a stimulating environment indoors and outdoors that meets their individual needs, which enables children to be enthusiastic and willing learners.
- Staff foster secure, trusting relationships with children which helps children to feel safe and secure.

It is not yet outstanding because

- Staff do not maximise all opportunities for children to develop an awareness of words within the environment to enable them to value the language of others and strengthen their understanding that print carries meaning.

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.

Inspection activities

- The inspector spoke with the nursery manager, staff and children.
- The inspector observed activities in the indoor and outdoor learning environment.
- The inspector offered a joint observation with the assistant manager.
- The inspector took account of the views of parents on the day of inspection.
- The inspector looked at children's learning journeys, planning documentation, a selection of policies and staff suitability records.

Inspector

Hazel Stuart-Buddery

Full report

Information about the setting

Shepperton Pre-School registered in 1967 as a playgroup, and was relocated to new premises and renamed in April 2004. In December 2013 the pre-school was re-registered as a limited company with charitable status, run by a board of directors. The pre-school is situated close to a park in a residential area of Shepperton, Middlesex. The premises include a large enclosed outside play area. The pre-school is open during term time, every morning, from 9am to 2.30pm Monday to Thursday and 9am to 12 noon on a Friday. The pre-school receives funding for the provision of free early education for children aged two, three and four. It is registered on the Early Years Register. There are currently 58 children on roll. The pre-school supports children with English as an additional language and those with special educational needs and/or disabilities. There are 15 full and part time staff including a cleaner, 12 of whom work directly with the children of which eight have an appropriate early years qualification and two have Qualified Teacher Status.

What the setting needs to do to improve further

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

- improve the use of labelling and displays indoors and outdoors to help children to value and respect each other's languages and cultures and to develop their understanding of words and the different ways they can be used; for example, by displaying pictures of children and their families and words in different languages.

Inspection judgements

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

Staff create a welcoming and child-friendly environment for children to explore and learn. Children make good progress in their development because staff know them well and activities are planned according to interest and abilities. The quality of teaching is good. Staff prepare activities well and this enables children to gain maximum enjoyment. For example, staff prepare a painting activity before children arrive. They provide sponges with different shapes, plates of different coloured paint along with large pieces of paper to print on. This enables children to engage quickly with the activity. They happily sit together and talk about the different shapes, confidently naming diamonds, circles and ovals. They dip the sponges into the paint carefully and then print onto the paper. Children show sustained interest and concentration as they print happily and fill up the paper. Staff encourage children to think critically as she asks them if the paper is too big or too small to go on the drying rack. The children carefully look at the drying rack and paper and quickly respond that the paper is too big. They smile proudly as they receive lots of praise. Staff help children to develop their physical skills as they provide a well equipped outdoor area. Children enjoy riding bikes and push scooters around with

increasing confidence. A rope swing attached to a tree provides children with great opportunities and experiences. Children patiently wait their turn. They excitedly, and independently, climb onto the swing and push their legs hard to get momentum to swing back and forth. Children begin to learn about taking risks during play as they understand the need to hold on tightly to the rope as they swing. Staff provide some equipment for children to risk take, develop skills in climbing and balance and this is an identified area for development to enhance opportunities.

Key persons know the children well and work closely with parents to ensure individual needs are identified and met. Regular observations and assessments clearly identify where children are in their development and this information is used effectively to inform future planning. Weekly staff meetings enable all staff to know and understand the needs of all children. Future provision targets are set for all children, these targets are mainly adult led and focused on specific activities, such as mathematics and literacy. This helps children to begin to listen carefully to instruction and prepares them well for school.

Staff develop children's awareness of books and they enjoy listening to stories during large group time. Staff add interest to the story by changing the tone of voice and asking questions that make children think. Children sit attentively and listen very well and enthusiastically answer questions. Children have access to books and develop an interest as they spontaneously select books to look at. However, opportunities are missed to further enhance children's awareness of words within the environment and gain an understanding that print carries meaning as key word labels are not consistently used in English or other home languages. Children benefit from focused adult-led activities. Today they enjoy developing their number recognition and counting skills. They take it in turns to throw a large dice, children enthusiastically call out the number and then count the appropriate numbers of dinosaurs. Children demonstrate sustained interest in this activity and smile proudly as they are praised.

Staff encourage parents to be part of their child's learning and development. Regular discussions take place about how they can extend learning at home. Information about the Early Years Foundation Stage is shared verbally with parents to ensure they have a full understanding. Detailed information about children is obtained before they start and this enables staff to plan an individualised learning programme quickly. Planning is displayed and systems are in place to enable parents to share their comments and agree future learning targets. Termly summaries are completed and shared with parents. Staff have good knowledge of the learning and development requirements and of how children learn effectively. Staff complete the written progress check for two-year-old children.

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

Staff create a happy and relaxed atmosphere that is conducive to an effective learning environment. They are well deployed, enthusiastic and good role models to children. This enables children to settle quickly into the pre-school. Children are happy, relaxed and have good levels of self-esteem. However, opportunities to maximise children's sense of belonging and well-being are not enhanced as pictures and displays of children's families,

home life and backgrounds are not displayed around the room. Positive relationships are fostered as there is an effective key person system in place. Children are very well behaved and cooperate during play. They learn about sharing, taking turns and right from wrong as staff are consistent in their approach to positive behaviour management. Staff talk calmly to children who are unkind to others and give good explanations about having kind hands. Children listen carefully to the explanations and then continue to play happily. This consistent approach helps children to feel safe and secure.

Staff promote children's understanding of healthy lifestyles well. Children have free access to the outdoor environment and spend a lot of time outside, which helps them to stay healthy and develop physical skills. Children have independent access to water throughout the session and in addition staff ensure all children take a break, sit down and are encourage to have a drink altogether. Children are confident in hygiene routines and wash their hands well before snack and lunch time. Staff provide children with a wide range of healthy fruit and vegetables which helps children to learn the benefits of a healthy diet.

Staff ensure children are safe and complete written risk assessments for the environment, all resources and outings. All risks are quickly identified and minimised to enable children to play safely. Staff provide children with a stimulating and accessible environment. Resources are exciting, challenging and motivate children to explore and learn. They have access to a quiet, sensory area which provides children with space to relax and complete quieter activities. Staff plan the day well, they ensure lunch/snack tables are cleared and cleaned quickly which helps children to move smoothly between activities and daily routines.

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

The leadership and management of the pre-school is good. The management team have a secure understanding of their responsibilities in meeting the learning and development requirements of the Early years Foundation Stage and support children well. Robust vetting, recruitment and ongoing suitability procedures ensure all adults working with children are suitable. Staff have a clear understanding of the procedures to follow should they have any safeguarding concerns and all staff complete local authority training. A detailed safeguarding policy is in place and covers the use of mobile phones and cameras. Staff are deployed well and the pre-school always work with high staff ratios. The manager is supernumerary which enables her to support staff and children effectively. Management monitor staff practice through regular supervision and appraisals. They encourage staff to undertake professional training to extend their knowledge and understanding and promote continued professional development. Staff cascade information they have gained from training as this benefits the whole staff team. The manager spends time daily with the staff and children to ensure continued good practice. Children's developmental records, their Learning journey's, are monitored to ensure consistency and accuracy.

The management team involve the board of directors, staff and parents in evaluating the

pre-school. Parental questionnaires are completed and this enables staff to take on parents' views about the pre-school and the care and education the children receive. The manager confidently talks about the strengths and areas for improvement for the pre-school. Future developments include supporting staff further to enhance their understanding of effectively using observations to plan children's next stage in learning. Providing large play equipment for outside to enhance children's opportunities to take risks, climb and further develop balancing skills. The setting welcome support from the local authority and use the information gained to ensure continuous development.

Staff promote good partnerships with parents. Staff welcome parents and children as they arrive and share information. Parents shared their views of the pre-school during the inspection. All parents spoken to are extremely happy with the care and education their child receives. They all feel that the staff are kind and caring and meet the individual needs of the children well. They feel children benefit from the wide and exciting range of experiences that staff provide for the children. Staff have an open door policy and regular informal and formal meeting with parents to discuss children's achievements. Staff work with other professionals to ensure the individual needs of children are met as required.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY474055
Local authority	Surrey
Inspection number	949386
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	32
Number of children on roll	58
Name of provider	Shepperton Pre-School Limited
Date of previous inspection	not applicable
Telephone number	01932240333

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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.

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