

Shobdon Arches Pre-School



Shobdon Village Hall, Shobdon, LEOMINSTER, Herefordshire, HR6 9LX

Inspection date	16 December 2015
Previous inspection date	17 September 2009

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Not all of the required checks have been carried out for committee members to establish their suitability. They have not fully completed the process required by Ofsted to be a part of the governing body of the pre-school.
- Occasionally, staff do not give children enough time to think and respond to questions so that they can express their own ideas.
- The professional development opportunities for staff are not yet ambitiously focused on raising the quality of teaching to a consistently outstanding level.

It has the following strengths

- All children make good progress. Staff understand how young children learn and effectively make use of what they know. Activities provided motivate and inspire children to participate and learn.
- Children are happy, settled and relaxed within the environment. Staff get to know children and their families well. They are positive, warm and encouraging. Children are eager to share their achievements with them and include them in their play.
- Well-placed risk assessments and daily checks minimise risks to children in the environment. Staff also teach children about keeping themselves safe and looking after their friends as they play. This helps to protect children from harm.
- Staff work with parents, other providers and professionals to ensure a two-way flow of information about children's care and learning is established. This supports good continuity between the different settings children attend.

What the setting needs to do to improve further

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

- provide more opportunities for children to think and respond, so that they can express their own ideas and extend their speaking skills
- enhance the professional development opportunities for staff so that they are highly focused towards ambitiously raising the quality of teaching to a consistently outstanding level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to the nominated person and members of the pre-school committee. She looked at relevant documentation, including evidence of the suitability of those on the committee.
- The inspector spoke to a small selection of parents and children during the inspection and took account of their views.

Inspector

Josephine Heath

Inspection findings

Effectiveness of the leadership and management requires improvement

Some newer members of the committee have not completed the process required by Ofsted to determine their suitability. The committee's involvement in the running of the setting is minimal so while this is a breach of requirements, the impact on children is not significant. This is because the pre-school manager takes responsibility for the day-to-day running of the setting, including checking the suitability of those working with children. The pre-school manager and staff team accurately reflect on the quality of the provision and set clear targets for improvement. The arrangements for safeguarding are effective. Managers and staff keep their safeguarding knowledge up to date. They know exactly what to do should they have any safeguarding or child protection concerns. This helps to keep children safe. Most staff are well qualified. They are supervised by the management team and benefit from regular training to extend their knowledge and skills. This has a positive impact on the outcomes for children. However, professional development opportunities for staff are not yet ambitious enough to raise the standard of teaching even further and promote outcomes for children at the highest level.

Quality of teaching, learning and assessment is good

Staff plan and provide a variety of activities and experiences to promote children's individual learning. For example, staff provide children with different sized containers and a number of objects to count with. This promotes their mathematical skills. Children's literacy skills are well promoted. They sing songs, begin to spot letters at the beginning of their names and read stories with staff. However, staff are not always acutely aware of promoting children's speaking skills and some opportunities are missed. The manager works as the special educational needs coordinator and is knowledgeable in her role. She ensures that all children are helped to make good progress.

Personal development, behaviour and welfare require improvement

Not all documentation that underpins children's well-being has been successfully completed by members of the committee so that full suitability checks can be carried out. Nevertheless, children's physical well-being is promoted well. Staff teach children about being healthy. They find out about children's care needs and ensure these are well managed. Staff promote exercise and children benefit from outside play daily. They encourage children to actively run around and use wheeled vehicles to strengthen their physical skills. Children's social and emotional well-being are also promoted well. Staff find out about children's background and cultures, and celebrate a variety of festivals and events. They ensure that children learn about tolerance and respect. Children learn to play well with others and to be kind to their peers.

Outcomes for children are good

Children progress well and acquire the skills they need to move on to nursery or school, including those who benefit from funded sessions and disabled children and those with special educational needs. Children gain confidence and independence attending the setting. Children easily make their own play choices and readily manage their own care needs.

Setting details

Unique reference number	EY391471
Local authority	Herefordshire
Inspection number	859360
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	18
Number of children on roll	22
Name of provider	Shobdon Arches Pre-School Committee
Date of previous inspection	17 September 2009
Telephone number	01568 708 386

Shobdon Arches Pre-School was registered in 2009. The pre-school employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 2 or above and the manager holds Early Years Professional status. The pre-school opens Tuesday and Wednesday from 9am to 3pm and Thursday from 9am to 12pm, during school term times. The nursery provides funded early education for two-, three- and four-year-old children. The pre-school supports disabled children and those with special educational needs.

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