

Shipston Pre-School

Shipston Pre-School, Tilemans Lane, Shipston On Stour, Warwickshire, CV36 4HP



Inspection date

4 December 2015

Previous inspection date

16 July 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Teaching is consistently good and at times outstanding. Staff are well qualified, experienced and know how children learn. They provide children with exciting activities that are well thought through and meet their individual needs. Children are excited and motivated to learn.
- Staff make accurate assessments of children's achievements. The manager checks children's progress from their starting points. Children whose starting points are below those of other children the same age make good progress and gaps are closing.
- The manager and her staff are passionate about improving outcomes for children. They regularly attend training and support groups to enhance their knowledge so that children receive the best possible care and learning experiences.
- Children benefit from a safe and secure environment. Staff ensure that potential risks are minimised to promote children's welfare.
- The pre-school environment is rich in print and children's work is prominently displayed. This helps children to feel valued and develop a sense of self-worth.

It is not yet outstanding because:

- Strategies to involve parents to share information about their children's learning at home are not always highly successful.
- Some staff do not give children enough opportunities to develop their thinking and speaking skills.
- Systems of evaluation do not yet focus on raising the quality of teaching to the highest level.

What the setting needs to do to improve further

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

- develop further strategies to encourage and involve parents to share information about their children's learning at home
- give children more opportunities and the time they need to think about and express their ideas and to demonstrate their understanding
- improve the systems of evaluation, in order to raise the quality of teaching to outstanding.

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 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 all staff and directors.
- The inspector completed joint observations with the pre-school manager.
- The inspector spoke to a small selection of parents during the inspection and took account of their views. She also reviewed written information provided by parents.

Inspector

Rupinder Phullar

Inspection findings

Effectiveness of the leadership and management is good

Leadership is good. Policies and procedures to promote children safety, health and well-being are successfully implemented. Safeguarding is effective. The manager and staff are very knowledgeable about procedures to follow to protect children from harm. Effective systems of supervision ensure staff regularly attend training to further develop their knowledge and skills. The manager and key persons work together to effectively track children's progress so that early intervention is quickly sought if necessary. The manager includes the views of parents and children in their self-evaluation process and welcomes their ideas and suggestions. Systems are in place for staff to evaluate and reflect on practice within the pre-school. For example, staff changed the indoor play space to increase children's engagement in their learning. However, the evaluations do not always focus precisely on the quality of teaching.

Quality of teaching, learning and assessment is good

Children thoroughly enjoy the time they spend at the pre-school. Staff plan challenging and interesting activities to meet the individual needs of each child. Overall, staff promote children's communication and language skills well, although some staff miss opportunities to extend children's thinking and speaking skills. Staff know how to provide just the right amount of prompting to stimulate children's learning. They think out loud so that children hear examples of problem solving and learn to solve problems themselves. Three-year-old children learn to count, compare sizes and attempt simple number problems as they measure the ingredients to make gingerbread men. They competently and safely handle different tools and make marks, promoting their early writing skills well. Two-year-old children learn to be creative as they explore different textures, such as paint and glitter. This helps children to be imaginative as they represent their ideas on paper. Staff regularly inform parents about the progress children make.

Personal development, behaviour and welfare are good

Children are warmly welcomed in the pre-school where their emotional needs are effectively met. Children's confidence and self-esteem are nurtured through the praise and encouragement that they receive. An effective key-person system is in place. Children make independent choices in their play. They have lots of opportunities to participate in different group activities. Children play cooperatively and behave well. Staff encourage children to be respectful of others and to recognise their own unique qualities. Children learn about good self-care practices. Children enjoy healthy and nutritious snacks which include a selection of fruit. Children benefit from plenty of opportunities to get fresh air and be physically active in the well-resourced outdoor play area.

Outcomes for children are good

All children, including those in receipt of funding and those with lower starting points, make good progress. They are effectively challenged and learn at their own rate. Children are confident learners, who are keen to engage in a range of activities. Children acquire skills, knowledge and attitudes that prepare them well for starting school.

Setting details

Unique reference number	EY437843
Local authority	Warwickshire
Inspection number	850263
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 5
Total number of places	26
Number of children on roll	33
Name of provider	Shipston Pre-School Community Interest Company
Date of previous inspection	16 July 2012
Telephone number	(01608) 666029

Shipston Pre-School opened in 1966 and was taken over by a new company in 2011. The pre-school operates during term time only, five days per week. Opening hours are from 8.30am to 4pm. There is a session from 9am to 11.30pm. Lunch club runs from 11.30pm to 12.30pm, where children bring their own packed lunch. An afternoon session runs from 12.30pm to 3pm. A further session is available from 3pm to 4pm if required. The pre-school employs eight members of childcare staff. Of these, one member of staff holds a qualification at level 5, six hold childcare qualifications at level 3 and one member of staff holds a qualification at level 2.

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