

# Sheredes Pre-School

Sheredes Primary School, Benford Road, Hoddesdon, Hertfordshire, EN11 8LL



## Inspection date

19 October 2016

Previous inspection date

12 September 2013

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		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

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

- The provider does not make effective use of staff supervision meetings to ensure that enough staff have completed mandatory training. For example, there was a day when the pre-school operated and no staff had current first-aid training. However, all staff are now trained in paediatric first-aid.
- Staff use daily attendance registers to monitor which children are present. However, they do not record the times of children's attendance to help ensure their overall welfare and safety.

### It has the following strengths

- The staff have worked together for many years and are a collaborative team. Staff know their key children well including their interests and next steps in learning. Staff also share and discuss achievements of all children. Staff are always close by and thoughtfully supporting children. The quality of teaching is consistently good.
- Children enjoy moving freely between the resources and activities. The staff have developed an inviting environment indoors and outdoors.
- Parents and carers are pleased with the care that children receive. They comment favourably on how supportive the staff are and the information shared about children's learning.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	<b>Due Date</b>
■ keep an accurate record of children's hours of attendance	26/10/2016
■ put appropriate arrangements in place for the supervision of staff to identify and provide required training.	09/11/2016

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

- develop self-evaluation to include reviewing and improving the management of the pre-school to ensure all legal requirements are met.

### 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 carried out a joint observation and evaluated this with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as the pre-schools's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to staff and children when appropriate during the inspection.
- The inspector spoke to a selection of parents and carers during the inspection and took account of their views.
- The inspector looked at a range of documentation including safeguarding procedures and policies, as well as observation and assessment documentation.

### Inspector

Rebecca Williams

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Staff supervision meetings are not routinely carried out to identify training needs. Therefore, required first-aid training is not always renewed in time to ensure that there are always sufficient staff with current first-aid qualifications. However, there was only one recent occasion when no qualified first-aider was present, so the overall impact on children's welfare is small. Staff do not keep the required accurate records of children's attendance because they do not record times of arrival. The provider evaluates her practice but her efforts are concentrated on areas that have a direct impact on children, such as the provision of resources and activities. She does not ensure compliance with statutory requirements at all times. The arrangements for safeguarding are effective. Staff working with children are thoroughly vetted for their suitability. They know the signs and symptoms of abuse and how to follow external reporting guidelines. Staff are aware of recent legislation and how to include it in their practice. They carefully minimise risks to ensure the safety of children. Staff work closely with the school to provide children with good continuity of care and learning.

### **Quality of teaching, learning and assessment is good**

Staff quickly identify children's starting points in their learning, through observation and using information gathered from parents. They have a strong knowledge of how to help children with their learning. During circle time, a story is read in an engaging way. Staff introduce the book and use different voices to capture children's interest. Staff pause to ask children questions about the story and give them the time to think and respond. This helps to develop their thinking skills. They include questions to engage individual children and encourage them to reflect. For example, staff ask children if their pets can fly like the dog in the book. The children find it funny and are keen to answer. Activities are targeted to help children develop specific skills. For example, staff plan craft activities that encourage children to hold a pencil correctly and use a hole punch. This is one way in which they support children's physical development.

### **Personal development, behaviour and welfare are good**

Staff help children to promote their independence well. Staff cheerfully sing songs with the children to help them to remember routines, such as tidying up and handwashing. Children listen carefully to the staff and are well behaved. Staff model caring behaviour to each other and good team work. Children play alongside each other happily, share and cooperate. For example, children work together exploring the construction bricks. The children enjoy moving freely between the activities and are thoughtfully supported in their learning. The staff understand how to help children to respect diversity. Children have nutritious snacks and discuss how to keep themselves healthy.

### **Outcomes for children are good**

Children are making good progress from their starting points. The children develop good physical skills and learn to think for themselves. This helps to prepare them for school. Staff understand how to support children who need additional help, for example, those who speak additional languages at home.

## Setting details

<b>Unique reference number</b>	124115
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	1063594
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	25
<b>Name of registered person</b>	Sheredes Pre-School Committee
<b>Registered person unique reference number</b>	RP909040
<b>Date of previous inspection</b>	12 September 2013
<b>Telephone number</b>	07905030531

Sheredes Pre-School was registered in 1992. The pre-school employs four members of childcare staff. Of these, the manager holds an appropriate early years qualification at level 6. One member of staff holds an appropriate early years qualification at level 3 and two hold appropriate early years qualifications at level 2. The nursery opens on Monday and Friday, from 8.30am to 2.50pm and Tuesday, Wednesday and Thursday from 8.30am to 12.30pm, during term time only. The nursery provides funded early education for two-, three- and four-year-old children.

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