

# Good Shepherd Pre-School



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

## Inspection date

10 November 2016

Previous inspection date

19 April 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		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

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

- Managers do not follow the setting's recruitment policy well enough to ensure that all staff have all suitable checks completed including a Disclosure and Barring service check. The manager and staff do not keep accurate records of children's attendance. These are also breaches of the Childcare Register requirements.
- Managers fail to monitor children's assessments consistently and use these to clearly track children's progress and identify the next steps of their learning. Although children make steady progress, this does not ensure that they make the best possible progress in relation to their initial starting points.
- Partnerships with parents do not optimise all chances to successfully share information about children between the pre-school and home, to support effective continuity of care and learning.
- Staff do not use self-evaluation well enough to identify weaknesses and breaches of the requirements, or to make ongoing improvements for children.

### It has the following strengths

- Staff build strong relationships with children. Children settle quickly when they first arrive and explore the setting confidently because they feel secure.
- Staff use opportunities to develop children's awareness of their own health through everyday activities. Children learn about the importance of washing their hands to remove germs and to keep themselves well.

## 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:

	Due Date
<ul style="list-style-type: none"> <li>comply with recruitment procedures and the setting's policies, to ensure that all persons working with children are suitable, to include making sure that they have a Disclosure and Barring Service check in place</li> </ul>	23/11/2016
<ul style="list-style-type: none"> <li>maintain an accurate daily record of the names of children cared for and the hours they attend</li> </ul>	23/11/2016
<ul style="list-style-type: none"> <li>improve the monitoring of assessments of children's learning and development, to identify gaps accurately and to support further progress.</li> </ul>	23/11/2016

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

- use self-evaluation effectively to identify and address any breaches of requirements and areas for development
- develop partnerships with parents further to share information effectively and provide continuity of care and learning for all children.

### Inspection activities

- The inspector observed staff interactions with the children.
- The inspector spoke to parents to gain their views.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to the manager and staff to determine their understanding of the early years foundation stage requirements.
- The inspector sampled written policies and other relevant documents.

### Inspector

Sara Hope

## Inspection findings

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

The management team does not have an effective knowledge of the requirements of the early years foundation stage. Managers do not use self-evaluation well enough to identify and make continuous improvements that benefit children. Furthermore, records of children's attendance do not include the hours they attend. Managers do not use all available opportunities to check staff suitability. The effect of this on children is only slight as they complete other checks and trainees are well supervised. The manager also states that she will take action to address these weaknesses straightaway. Staff regularly check the areas children use to ensure they are more likely to be safe. Children take part in emergency evacuation procedures. They enjoy learning about some procedures that help to keep them safe. Safeguarding is effective. Staff know how to recognise and report concerns about children's welfare. They have effective opportunities to attend regular meetings and training to improve their skills further and to support children.

### **Quality of teaching, learning and assessment requires improvement**

Assessments of children's learning and development are not monitored closely enough to identify inconsistencies in tracking and planning, to support good outcomes. Staff do not consider all opportunities to plan for children's learning across all areas. They help children to develop their communication skills. For example, they ask suitable questions to extend children's vocabulary and thinking skills. Children have effective chances to develop their physical skills. For instance, they enjoy blowing bubbles, cutting and sticking, and moving across obstacle courses. Staff help children to learn about diversity and the differences between themselves and others.

### **Personal development, behaviour and welfare require improvement**

Weaknesses in recruitment, record keeping and planning reduce the successfulness of supporting children's welfare. Although staff develop effective links with other professionals, opportunities to work with parents to share information about children are not as strong. Staff support children to recognise their own achievements. They encourage children to become independent, to follow rules and to behave well. For example, older children pour their own drinks at snack times and spread the butter on their bread. Staff help children to become familiar with the idea of moving on to school. For instance, children enjoy meeting teachers when they visit.

### **Outcomes for children require improvement**

Children enjoy their time at pre-school. However, not all children, including those for whom the provider receives funding, make good progress overall because of weaknesses in assessment and planning. Children enjoy learning to use signs, for example, as they sing. They develop a keen interest in exploring nature and the world around them.

## Setting details

<b>Unique reference number</b>	110538
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1061206
<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>	24
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Good Shepherd Pre-School Committee
<b>Registered person unique reference number</b>	RP903093
<b>Date of previous inspection</b>	19 April 2013
<b>Telephone number</b>	07759177746

Good Shepherd Pre-School registered in September 2000. It operates from a church hall in Holbury, Southampton. The pre-school opens on Mondays, Wednesdays and Thursdays from 9am until 3pm, and on Tuesdays and Fridays from 9am until 1pm, during term time only. It receives funding to provide free early education for children aged two, three and four years. There are six members of staff who work with the children, four of whom hold relevant childcare qualifications at level 3.

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.

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