

# Good Shepherd Pre-School



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

## Inspection date

7 November 2017

Previous inspection date

10 November 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- The new manager has worked hard to overcome identified weaknesses. Her clear drive for improvement and targeted action have been successful in ensuring significant progress, which benefits children.
- Children make good progress in their learning. Staff know children well and regularly assess and plan for their individual development.
- Partnerships with parents are good. Staff share information continually and actively involve parents in their children's learning. For example, a holiday diary is sent home to encourage parents to provide feedback about children's activities and achievements.
- Staff provide a welcoming and inviting environment for children. They are sensitive and caring, helping children develop a good sense of security and emotional well-being.
- Children have access to a good range of interesting activities and experiences which supports their learning effectively. For example, they use their senses to investigate the wide variety of natural materials, such as seaweed, sand, soil, water and shells.

### It is not yet outstanding because:

- At times, some staff do not give children sufficient time to think and talk, to build on their developing vocabulary even further.
- Although children have regular access to mark-making tools indoors, staff do not make the most of chances to promote early literacy in the outdoor environment, to support those children who prefer to learn outdoors.

## What the setting needs to do to improve further

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

- provide greater consistency in staff interactions to ensure that children are given the time to talk and think, to help support their vocabulary even further
- continue to extend the opportunities for children who prefer to learn outdoors, to develop their early literacy skills further.

### Inspection activities

- The inspector observed activities indoors and outdoors, interactions between the staff and children, and looked at the play equipment and resources.
- The inspector completed a joint observation with the manager after viewing activities to discuss the impact of teaching.
- The inspector spoke with the manager, staff and some parents. She also talked with the children at appropriate times.
- The inspector looked at documentation, including a sample of children's records and staff suitability records.
- The inspector discussed the systems used to evaluate the pre-school.

### Inspector

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## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Detailed recruitment and vetting procedures are implemented to check staff suitability, including obtaining Disclosure and Barring Service checks. Staff are clear on their responsibility to protect children and the procedures to follow if they have concerns. The manager supports staff well. She meets with staff regularly to discuss their work and identify any training needs. For example, staff did training on observation, planning and assessment to increase their understanding of how to plan for children's learning. The manager oversees the systems used to check children's progress to enable her to target any gaps in children's learning. Staff work together well as a team to ensure that children receive good care and support. All staff get involved in the self-evaluation process to help identify areas for improvement. For example, they created a water wall outdoors so children could experiment with water indoors and outdoors.

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

Staff have a good understanding of how children learn through play and exploration. Children are motivated to learn as they follow their interests and concentrate well on their chosen tasks. For example, they work out how much more pasta and shells they will need to add to balance the scales. Children respond well to the staff's enthusiastic approach as they encourage children to put various items on the scales and test out their ideas. Staff take children on walks around the local environment to raise their awareness of nature and their community. Children have many opportunities indoors to look at books, and they enjoy joining in with familiar phrases and words from popular stories.

### Personal development, behaviour and welfare are good

Children build good relationships with staff and each other. They behave well and show an understanding of the need to share and take turns. Staff offer gentle reminders to the younger children to use their 'walking feet' inside. Children are confident to make choices about their play activities, such as selecting scissors to cut around their picture, and staff offer sensitive support to help them achieve their aims. Children develop a strong sense of belonging as they see their artwork displayed. Children's good health is promoted effectively, for instance, as they engage in daily outdoor play activities and follow good hygiene routines.

### Outcomes for children are good

Children are happy and settled, and acquire the skills they need for the future. They show increasing levels of independence in managing things for themselves. Children use their imagination well. For example, they happily chat with their friends about the pictures they are drawing on the blackboard and tell others, 'I've drawn my sister'. They learn about shape, size and measure as they draw, and staff interact to introduce language, such as 'big circles' and 'long lines', to help their mathematical development.

## Setting details

<b>Unique reference number</b>	110538
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1078735
<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>	21
<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>	10 November 2016
<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 to 3pm and on Tuesdays and Fridays from 9am to 1pm, during term time only. It receives funding for the provision of free early education for children aged two, three and four years. There are five members of staff who work with the children, four of whom hold early years qualifications at level 3.

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