

# The Good Shepherd Pre-School



Weaverthorpe Scout Hut, 78a Weaverthorpe Road, Woodthorpe, Nottingham, NG5 4PT

## Inspection date

14 November 2017

Previous inspection date

18 April 2017

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 manager and staff accurately evaluate the strengths of the pre-school and welcome the views of parents and the local authority to help them identify areas for development to continually improve their service.
- Parents are kept involved and up to date about their children's learning, which contributes well to helping children make good progress. The pre-school is very well established within the community, with many parents returning for younger siblings.
- Staff are good role models and use effective strategies to encourage children's good behaviour. Children listen to others, take turns and share resources willingly.
- Children's emotional well-being is fostered effectively. Flexible settling-in arrangements help to ensure that children build positive attachments to their key workers and settle in their new environment with ease.
- Staff have developed good relationships with staff at other settings that children attend. They regularly exchange information about children's needs to help promote continuity in care and learning.

### It is not yet outstanding because:

- On occasions, staff do not sufficiently challenge the most able children's learning to help them achieve their highest potential.
- The organisation of some group activities does not help all children to fully benefit from the good learning opportunities available.

## What the setting needs to do to improve further

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

- provide the most able children with a greater level of challenge during activities to help them achieve to their highest potential
- review the organisation of group activities so that all children can make the most of the learning opportunities offered.

### Inspection activities

- The inspector spoke to parents during the inspection and took account of their views.
- The inspector completed a joint evaluation of an activity with the pre-school manager.
- 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 self-evaluation and evidence of the suitability of staff working at the pre-school.
- The inspector spoke to members of staff and children at appropriate times throughout the inspection.

### Inspector

Teresa Lester

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are confident to identify vulnerable children and are aware of the procedures to follow if they have concerns about a child's welfare. Rigorous recruitment processes help to ensure the suitability of those working with children. Since the last inspection, the manager has worked closely with the local authority to address previous actions. Systems for supervision have been implemented and staff have received training to build on their knowledge and skills. As a result, assessments of children are more accurate and planning of activities more purposeful. Parents spoken to on the day of the inspection were very complimentary about the pre-school and they are pleased with the progress their children make.

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

Children have access to a range of exciting and interesting resources which staff provide to help develop children's curiosity and concentration. Staff observe children at play. This helps them to identify what children already know, what they can do and what they need to learn next. Children enjoy learning about shapes as they complete puzzles, showing pride in their finished jigsaw. Children make links in their learning as they find ways to solve simple problems and investigate what materials magnets will stick to. They enjoy exploring the natural environment and are thrilled when they discover worms in the compost bin, excitedly talking about how the worms move. Staff use regular forest school sessions well to help enhance and extend children's understanding of the natural world.

### Personal development, behaviour and welfare are good

The well-qualified and experienced staff know children well and meet their care needs swiftly. They comfort children who seem unwell and follow procedures to contact their family. Children have developed secure bonds with staff and their key person. They are happy and confident at the pre-school. Staff encourage children to be physically active and eat healthy snacks. They teach children good personal hygiene practices and help to develop children's understanding of dangers and how to keep themselves safe. For example, they teach children about potential risks when using tools, such as hammers, screwdrivers and spanners, gently reminding them how to safely handle and use them.

### Outcomes for children are good

Children make good progress in their learning and development, including those receiving additional funding. They are gaining the skills needed for future learning and for school. Younger children use mathematical language, such as 'big' and 'small', and compare shapes and sizes. Older children attempt to solve simple problems and count to high numbers. Children make marks in different ways and their pencil control is developing well. They are learning the link between written letters and sounds, and that written numbers represent quantities. Children learn about similarities and differences. They explore a range of resources that positively reflects diversity and learn about a range of festivals throughout the year. Children develop a can-do attitude to learning.

## Setting details

<b>Unique reference number</b>	EY334654
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	1097404
<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 - 5
<b>Total number of places</b>	28
<b>Number of children on roll</b>	39
<b>Name of registered person</b>	Good Shepherd Pre-School Committee
<b>Registered person unique reference number</b>	RP525214
<b>Date of previous inspection</b>	18 April 2017
<b>Telephone number</b>	07971382837

The Good Shepherd Pre-School registered in 2006. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at levels 3, 4 or 5. The pre-school operates from Monday to Friday, 8.50am to 11.50am and offers three afternoon sessions Monday to Wednesday from 12.30pm to 3.30pm. There is an optional lunch club from 11.50am to 12.30pm, Monday to Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

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