

Shepperton Preschool Limited



Shepperton Pre School, Glebeland Gardens, Shepperton, TW17 9DH

Inspection date	31 January 2018
Previous inspection date	18 June 2014

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

Summary of key findings for parents

This provision is outstanding

- Strong leadership and committed staff mean there is a shared vision to provide the highest quality standards. Together, they have developed a culture of self-reflection to continually strive for ongoing improvement and outstanding outcomes for children.
- Staff meticulously observe and assess children's learning and achievements. Any gaps in children's learning are quickly identified and staff swiftly provide specific support. The manager understands the importance of early intervention. She quickly contacts specialist services where there are concerns that children may have additional needs.
- Children have many opportunities to learn about the differences in people and families. For example, a dedicated family wall holds many photographs of children's families and children are proud to talk about people who are special to them. Children enjoy spending time looking at their individual family books. Staff use these as an invaluable resource when children are settling at the pre-school.
- The quality of teaching across the pre-school is outstanding. The dedicated staff team has created a rich and very stimulating learning environment that captures children's interest and imagination. Children are curious and maintain excellent concentration.
- Parents speak extremely highly about the pre-school. They say that their children thoroughly enjoy attending and describe their progress as excellent. Staff provide numerous ways for parents to be actively involved in their children's learning, such as by providing learning bags for children to take home.

What the setting needs to do to improve further

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

- build on the already excellent opportunities children have outdoors, providing them with a wealth of sensory experiences in their play.

Inspection activities

- The inspector observed staff's teaching and interactions with children indoors and outdoors.
- The inspector spoke to staff and children and held a meeting with the manager and chairperson of the committee.
- The inspector observed an adult-led activity with the manager and held a discussion with her about children's learning.
- The inspector looked at a sample of paperwork, including staff's qualifications and suitability checks of staff and committee members. The safeguarding policies and procedures were also seen.
- The inspector spoke to a number of parents and took account of their views.

Inspector

Jill Hardaker

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. Staff have an excellent understanding of the procedures to follow if they have any concerns about children's welfare. The manager and supportive committee members implement robust recruitment procedures to help ensure the suitability of staff. Detailed risk assessments and comprehensive daily checks of the environment are completed. Staff ensure that they are highly vigilant and supervise children at all times. Staff work extremely well as a team and are motivated to continue with professional development. For example, the manager has recently gained a higher-level qualification. Research undertaken from this has enabled her to have an even deeper understanding of how to prepare children for moving to school in the best possible way.

Quality of teaching, learning and assessment is outstanding

The well-qualified staff team meticulously plans activities to link with children's interests and to extend their learning. For example, staff recognise that many children are achieving at high levels in mathematics. Staff help children to understand how to recognise and sequence numbers up to 20. Children are remarkably confident and complete number lines with ease. They have fun with numbers, deliberately counting incorrectly so that the member of staff will ask them if that is right. Younger children enjoy exploring colour mixing with paint. Staff understand how activities, such as this, help to introduce children to early mathematics. For example, they question them about what colours they added together to make something different.

Personal development, behaviour and welfare are outstanding

The caring, nurturing environment which staff create ensures children feel secure. Children quickly engage in activities and happily seek out their friends to play. Children are respectful, exceptionally caring, and show kindness towards staff and each other. Staff are accurately aware of children's individual needs and preferences. They give high priority to gaining in-depth information from parents about children and their families when they start at the pre-school. Staff provide wonderful opportunities for children outdoors. The superb environment is planned extremely well to give children space to be active or to explore nature. Staff have plans to develop the outdoor area even more, such as by making a sensory area. They feel this will give children space to be quiet and relax, and this will have a positive impact on children's emotional well-being.

Outcomes for children are outstanding

Children make excellent progress, considering their starting points and capabilities. They are very well prepared for the move to school. They confidently show visitors what they can do and explain that it is not a problem if they do not succeed immediately as they just need to practise. Children enjoy looking through their development files and show great satisfaction as they realise how much they can now do compared to when they started at the pre-school. Children are independent, highly motivated and are eager to learn more.

Setting details

Unique reference number	EY474055
Local authority	Surrey
Inspection number	1069992
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	32
Number of children on roll	58
Name of registered person	Shepperton Pre-School Limited
Registered person unique reference number	RP533403
Date of previous inspection	18 June 2014
Telephone number	01932240333

Shepperton Preschool registered in 2013. The pre-school is open during term time, from 9am until 3pm on Monday to Thursday and from 9am to midday on Friday. There are 14 members of staff who work directly with the children, nine of whom have appropriate early years qualifications, including two members of staff who hold qualified teacher status.

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