

# Shipston Pre School CIC Ltd

Shipston Pre-School, Tilemans Lane, Shipston On Stour, Warwickshire  
CV36 4HP



<b>Inspection date</b>	23 October 2018
Previous inspection date	4 December 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of 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

### The provision is good

- Staff plan a wide range of engaging activities that gives children new experiences. Children make choices about where they play and how they use resources.
- Staff are well supported by the manager and senior staff. They work together to identify training and future priorities which improve outcomes for children.
- The key-worker system is effective. Staff know the children well and have positive, supportive relationships with them.
- Staff support children to develop their understanding and vocabulary around safety, behaviour, and feelings.
- Staff support children who have special educational needs (SEN) well. Staff work closely as a team, and with other agencies, to enable children to progress.
- Children are supported to develop their independence. They receive positive praise when they persevere.
- Parents talk very positively about the setting. They feel listened to, and well communicated with regarding their children's learning and experiences.

### It is not yet outstanding because:

- Staff do not consistently ensure that in group situations all children have the opportunity to speak and be listened to.
- Staff do not always use their observations and assessments to plan precisely for the older and most able children, so that they are challenged, and able to make rapid progress.

## What the setting needs to do to improve further

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

- improve the organisation of group activities to ensure all children are given the opportunity to speak and be listened to
- use the information gathered from children's assessments to support planning and provide older, most-able children with further challenges, to increase the potential for them to make rapid progress in their learning.

### Inspection activities

- The inspector observed the quality of teaching, activities, and supervision inside and outside, and assessed the impact of this on children's learning.
- The inspector completed a joint observation, evaluated the quality of teaching and learning, and discussed this with the manager.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector met with the pre-school manager. She looked at relevant documentation, including policies and procedures, staff recruitment and children's assessment.
- The inspector took account of parents' views.

### Inspector

Abi Ellis

## Inspection findings

### Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. All staff have a good understanding of their responsibilities to protect children from abuse and neglect. They know the internal and local safeguarding procedures to follow if they are concerned about a child. Effective professional relationships support the development of the setting, and the manager incorporates the views of all staff to evaluate practice. The team is reflective and continually identifies ways to build on and develop its provision for the benefit of the children. Spending of additional funding for disadvantaged children is targeted well to meet the needs of the specific children. Parents contribute to evaluation of the setting.

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

Staff provide the opportunity for children to engage independently in a range of interesting activities inside and outside, for example, opening pumpkins and exploring what is inside. Staff plan appropriate daily group activities which children are keen to take part in. They actively engage in children's play, supporting and extending their learning, for example, staff encourage children to notice the different quantities of beans in jars they are filling and emptying. Staff provide a good model of communication for children. They speak clearly, use facial expressions, and use gestures, visual clues and signing. Established partnerships with parents and other agencies contribute to the highly effective provision for children who have SEN. Parents say that they are well communicated with and feel confident their children are well cared for. There are opportunities during the year for resources to be taken home to support children's learning at home.

### Personal development, behaviour and welfare are good

Children arrive at nursery happily and confidently. They are greeted and welcomed by staff and supported to settle at an activity. Staff effectively support the individual needs of every child, helping them to feel safe and secure. Children play cooperatively and learn to share and take turns during group games. Children are familiar with the daily routine, and rules and boundaries surrounding it, for example, stopping to listen when the tambourine is shaken, and washing hands before their snack. Behaviour is good, and recent training has supported staff to develop children's ability to express and notice feelings. Children are encouraged to spend time outside, where they access a range of large physical activities.

### Outcomes for children are good

Children develop good skills that will help them in their next stages of learning. Children make creative choices about how they use resources, and are encouraged to tackle tasks independently. Children develop a great sense of achievement as they complete self-care tasks. They are keen to show they can successfully put their own coats on for outdoor play. Most children are confident to make verbal contributions within group activities, and to join in with familiar songs and the repeated refrain of a story. Children's understanding of feelings is developing well as staff take time to notice and talk about emotions. All children, and particularly those who have SEN, make at least good progress in their learning.

## Setting details

<b>Unique reference number</b>	EY437843
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10072210
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	25
<b>Name of registered person</b>	Shipston Pre-School Community Interest Company
<b>Registered person unique reference number</b>	RP905823
<b>Date of previous inspection</b>	4 December 2015
<b>Telephone number</b>	(01608) 666029

Shipston Pre School CIC Ltd opened in 1966 and was taken over by a new company in 2011. The pre-school operates during term time only, for five days per week. Opening hours are from 8.30am to 3pm. Morning, afternoon and full-day sessions are offered. The pre-school employs seven members of childcare staff. Of these, six hold early years qualifications at level 3 and one member of staff holds a qualification at level 2. The pre-school provides funded early education for two-, three- and four-year-old children.

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