

Good Shepherd Pre-School

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



Inspection date	28 January 2019
Previous inspection date	7 November 2017

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of 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 is a provision that requires improvement

- Some staff do not have a secure understanding of the 'Prevent' duty legislation and wider safeguarding issues, to help them protect children's welfare effectively.
- Staff do not consistently record information about anyone who has parental responsibility for children who attend the pre-school.
- Staff do not consistently review the organisation of adult-led activities to target all children's learning needs. At times, older and most able children lack challenge in their learning, which hinders the progress that they are capable of.

It has the following strengths

- Staff make good use of new skills they gain from training to build children's communication and language skills well. This has had a positive impact on how younger children learn new language and helps to support their good levels of engagement and concentration.
- Partnerships with parents and other professionals involved in children's care are good. Parents speak positively about the pre-school and state how their children enjoy coming and that staff keep them well informed about their children's progress.
- Staff place a strong focus on building children's mathematical knowledge. Children enjoy experimenting with counting, recognising numbers and develop good thinking skills as they learn simple addition and subtraction.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
improve staff knowledge and understanding of the 'Prevent' duty guidance for England and Wales 2015 and extreme practices to help them be able to identify any concerns about a child's welfare	13/02/2019
ensure that children's records contain information about anyone who has parental responsibility for children	13/02/2019
improve the balance of activities and the organisation of adult-led learning to meet children's learning needs consistently.	20/02/2019

Inspection activities

- The inspector spoke to children and staff at appropriate times throughout the inspection.
- The inspector observed teaching in all areas of the pre-school and the impact this had on children's learning and overall progress.
- The inspector spoke to parents and took account of their views.
- The inspector checked evidence of safeguarding practices, staff suitability, medication, accident and children's records, the pre-school policies and procedures and discussed the self-evaluation process with the manager and provider.

Inspector
Tara Naylor

Inspection findings

Effectiveness of leadership and management requires improvement

Safeguarding is effective. The manager and staff have a suitable understanding of the local safeguarding procedures. They complete safeguarding training and understand possible signs of abuse that may cause them concern about a child's welfare. They know who to contact should they have concerns about a child. However, they are less knowledgeable about the signs that may suggest children are at risk of exposure to extreme views or practices. The manager implements robust recruitment checks and ensures the ongoing suitability of all staff. The manager monitors staff practice. She evaluates the quality of teaching, children's progress and identifies areas of future progress. However, she has not identified all weaknesses, such as ensuring she gains information about any person who has parental responsibility for children who attend the pre-school. The manager is committed to providing good-quality care and to improving outcomes for children. Overall, this has a positive impact on the progress made by some children who are in receipt of additional funding.

Quality of teaching, learning and assessment requires improvement

Staff make effective use of opportunities in children's self-chosen play to build on their learning. For instance, staff teach younger children how to match written numbers with quantities. However, at times, older and most able children do not consistently benefit from planned activities to target their learning and to provide greater levels of challenge. This means that older children do not make good progress. Staff make regular observations and assessments of children's learning, which they share with parents, to promote learning at home successfully. Staff swiftly identify children who need additional support, including from other professionals, to help them receive the support they need. This helps children with special education needs/and or disabilities to make progress from their starting points.

Personal development, behaviour and welfare require improvement

Due to weakness in leadership and management, children's well-being is not fully assured. Overall, this does not have a significant impact on children's welfare as staff have a secure knowledge of how to keep children safe. Staff supervise children at all times and any physical risks in the setting are assessed and potential hazards are minimised. Children behave well. Staff provide clear and consistent boundaries to help children understand about the pre-school rules. Staff are kind and caring and develop strong relationships with children. This helps children who are less confident to feel secure and enables them to settle happily and to play confidently with their friends.

Outcomes for children require improvement

Weaknesses in the planning of activities means that not all children make good progress in their learning. Nevertheless, children enjoy their time at pre-school and all children, including those in receipt of additional funding, develop some skills in readiness for school. Children are content, emotionally secure and happy. Older children confidently practise their early writing skills. Younger children gain good physical skills and develop good listening and attention skills in activities which interest them.

Setting details

Unique reference number	110538
Local authority	Hampshire
Inspection number	10092253
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	28
Number of children on roll	34
Name of registered person	Good Shepherd Pre-School Committee
Registered person unique reference number	RP903093
Date of previous inspection	7 November 2017
Telephone number	07759177746

Good Shepherd Pre-School registered in September 2000. The pre-school opens on Mondays, Wednesdays and Thursdays from 8.30am to 3pm and on Tuesdays and Fridays from 8.30am 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 six members of staff who work with the children, four of whom hold early years 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

