

Shepherds Spring Pre-School Nursery

Spring Meadow Childrens Centre, Smannell Road, Andover, Hampshire
SP11 6JP



Inspection date	5 February 2019
Previous inspection date	6 August 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

This provision is good

- The manager's dedication to raising the quality of the provision is admirable. She is well supported in her vision by the trustees, who effectively support the staff team to make improvements that greatly benefit the children and families who attend.
- Staff use their accurate assessments of children's learning to plan a wide range of interesting activities that motivate children in their learning. All children, including older or more-able children and those with special educational needs and/or disabilities (SEND), make good progress from their individual starting points.
- Children develop warm, affectionate relationships with staff and settle well in this welcoming provision. Staff meet children's health and care needs effectively. They promote strong values that include helping children to share and to show respect for each other. Partnerships with parents are strong and successfully support consistency in children's learning, health and emotional well-being.
- Self-evaluation is accurate and based on a robust analysis of the views of the staff, families and a range of professionals. The trustees successfully oversee leaders' work and together the team effectively act on external advice, such as that of the local authority and early years consultant, which raises the quality of the provision.
- Professional development opportunities for staff are not fully effective, to help raise the quality of their teaching practice to the highest possible level.

What the setting needs to do to improve further

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

- focus professional development for staff more precisely, to help raise the quality of teaching practice to the next level.

Inspection activities

- The inspector observed children's play during indoor and outdoor activities.
- The inspector looked at a sample of documentation, including suitability checks, recruitment records and staff training records.
- The inspector spoke with the staff, children and parents at appropriate times during the inspection. The inspector held a meeting with the manager, a trustee, a representative from the local authority and an early years consultant.
- The inspector completed a joint observation of a small group activity, led by the special needs coordinator and discussed the quality of teaching with the manager.

Inspector
Melissa Cox

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a secure understanding of a wide range of signs that could indicate that a child is at risk of harm, including exposure to extreme views. They act swiftly if they have a concern about a child and work in effective partnership with agencies to support children's welfare. Procedures for recruitment, induction and checking staff's suitability are robust. The manager offers staff strong support through a system of monitoring practice, supervision and continuous professional development, such as training to raise the quality of teaching. Staff have used this well to improve outcomes for children. They have developed interesting play opportunities that spark children's love of learning and support children to successfully investigate and problem-solve for themselves. The provision works effectively with a wide range of professionals, and leaders implement successful strategies that address any gaps in children's progress. Targeted action plans, based on information gathered about children's learning, inform and shape future improvements.

Quality of teaching, learning and assessment is good

Well-qualified staff use their training well to support children's progress. They maximise opportunities to promote mathematical skills, such as helping children to find the shapes in their classroom or when building tall towers together. Staff promote younger children's creativity successfully. Young children squealed with excitement when they explored the texture and smell of shaving foam. The special needs coordinator effectively delivers a range of activities targeted at helping children make the progress they are capable of. For example, children sometimes work in small groups, which helps them to develop confidence in speaking and concentration. Parents speak highly of the progress that their children make and how well informed they feel about their child's learning. They are well supported with ideas from staff about how to continue their children's learning at home.

Personal development, behaviour and welfare are good

Children arrive happy and eager to learn. Staff consider how they can support children's mental health, for example by providing a range of activities that successfully promote confidence and self-esteem. Children have good opportunities to be active. Outside, older children climb and negotiate obstacle courses, showing agility as they balance on wooden planks and jump over the crates. They learn to manage their own safety. For example, during a woodwork activity they reminded each other to wear safety goggles. Children benefit from healthy, nutritious snacks and meals. Staff effectively support children to develop their independence, especially at mealtimes, where even the youngest babies competently use their cutlery to eat their lunch.

Outcomes for children are good

Children of all ages and abilities are independent, confident learners who behave well. Older children negotiate and collaborate with one another, such as when designing an obstacle course in the garden. Younger children are curious to try new things. They marvelled as they made glitter move and shook colourful tubes. Overall, children gain a wide range of skills that will prepare them for the next stage in their learning or move to school.

Setting details

Unique reference number	EY552948
Local authority	Hampshire
Inspection number	10085308
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	75
Number of children on roll	60
Name of registered person	Shepherds Spring Pre-School Nursery CIO
Registered person unique reference number	RP552947
Date of previous inspection	6 August 2018
Telephone number	01264 362534

Shepherds Spring Pre-School Nursery registered in 2017. The provision is open from 8am to 6pm from Monday to Friday for 50 weeks of the year. There are 15 staff, 12 hold relevant early years qualifications. The provision provides funded early education for three-and-four year old children.

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