

Inspection of Shrewton Pre-school

Tanners Lane, Shrewton, Salisbury, Wiltshire SP3 4JT

Inspection date: 2 December 2019

Overall effectiveness	Requires improvement
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Requires improvement
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision requires improvement

Children enjoy coming to the pre-school. They are happy and settled because the staff get to know the children and their families well. Children show they feel safe and secure. Staff help children learn about the importance of keeping themselves safe, for example, how to use the scissors safely. Staff are good role models, helping children to learn appropriate social skills and display good behaviour.

Children benefit from meaningful learning opportunities. Staff implement an effective curriculum to help children make good progress in their learning and development. They use what they know about the children to identify and plan effectively for children's next learning steps. Children's communication and language are promoted well. For example, staff use a popular book and animal props to engage children successfully in stories and help develop their listening skills and early literacy.

Staff continually reflect on the provision to help them identify ways to improve children's learning experiences. For example, dressing-up resources are regularly changed to stimulate children's imaginative role play. Children's welfare is a strong focus for the staff team. However, the provider does not have a clear understanding of all aspects of their role as they have not informed Ofsted of changes as required.

What does the early years setting do well and what does it need to do better?

- Children form secure attachments, and the key-person system is effective in helping children to settle and feel emotionally secure. Staff are kind and caring, and children are confident to ask for help when needed. Children show developing confidence in learning to do things for themselves, such as putting their coats on to go outside.
- Staff provide children with clear behaviour expectations. They provide gentle reminders of the 'golden rules' and how to behave. Children are supported well in learning to manage their feelings and behaviour. Staff understand children's individual stage of development and take appropriate action to support children who struggle with regulating their behaviour. For example, they organise specific group activities to teach children how to share and take turns with others.
- The manager and the special educational needs coordinator work extremely well with other professionals to plan for children's specific needs. They quickly identify any children who may need additional help and take prompt action, so children get the support they need to catch up. Staff work particularly well with parents to share information and maintain a consistent approach for children's care and learning. For example, they offer support for parents on how to manage children's behaviour. Parents are well informed about their children's

progress and are actively encouraged to get involved in their children's learning. For example, a lending library has been introduced for parents to take books home to read with their children.

- Staff are supported well by the manager to develop their knowledge and skills. They receive guidance and regularly discuss their work to help ensure children receive a good learning experience. Staff have strong links with the school. Children visit in the term before they start, to help prepare them for their move to school.
- Children enjoy a well-resourced play and learning environment which promotes their independence successfully. They choose to play indoors or outdoors and freely select their activities and resources. Children's physical development is promoted very well. For example, they take part in music and movement activities and yoga sessions to encourage them to move their bodies in different ways. Children have fun as they explore and experiment with the wide range of media and materials. Staff interact positively to challenge and support their learning. However, on occasions, staff do not make the best use of opportunities to extend children's thinking skills further.
- The provider has not notified Ofsted of changes to members of the committee. This means that Ofsted has not been able to determine the suitability of all committee members. However, this does not have a significant impact on children's well-being or safety because these committee members do not have unsupervised access to children.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of safeguarding procedures and their responsibility to keep children safe. They keep their knowledge up to date by attending safeguarding training and receiving regular updates at staff meetings. The provider implements safer recruitment procedures to help ensure that staff are suitable to work with children. Ongoing risk assessments and checks by the staff result in the premises being safe and secure. For example, staff closely supervise the busy arrival and departure times to make sure that children are unable to leave unsupervised.

What does the setting need to do to improve?

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

	Due date
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improve knowledge and understanding of the need to notify Ofsted promptly of any changes, and provide Ofsted with the required information to determine the suitability of all committee members.	23/12/2019
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To further improve the quality of the early years provision, the provider should:

- make better use of children's immediate interests to challenge and extend their learning further.

Setting details

Unique reference number	146008
Local authority	Wiltshire
Inspection number	10060595
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	24
Number of children on roll	24
Name of registered person	Shrewton Pre School Committee
Registered person unique reference number	RP901994
Telephone number	01980 636008
Date of previous inspection	1 July 2015

Information about this early years setting

Shrewton Pre-school opened in 1974. The pre-school is situated in Shrewton Primary School, Shrewton, Wiltshire. The pre-school is open term time only on Monday and Friday from 9am to 1pm, and on Tuesday and Thursday from 9am to 3pm. From Easter, the pre-school runs a Wednesday morning session from 9am to 1pm, specifically for the children going to school. There are four members of staff. The manager holds an early years foundation degree and all other staff hold appropriate early years qualifications. In addition, the pre-school employs an administration assistant.

Information about this inspection

Inspector

Dinah Round

Inspection activities

- The inspector completed a learning walk of the areas used by the pre-school to find out how they are organised, and the range of activities provided indoors and outdoors.
- The inspector held a discussion with the manager to understand how the early years provision and curriculum are organised.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to staff, children and parents at appropriate times during the inspection.
- The inspector checked a sample of documentation, including evidence of staff's suitability and training.

We carried out this inspection 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.

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