

# Inspection of Great Shefford Under Fives

Village Hall, Station Road, Great Shefford, Hungerford, Berkshire RG17 7DR

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Inspection date:

7 December 2022

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## **Overall effectiveness**

## **Outstanding**

The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Outstanding

## What is it like to attend this early years setting?

### The provision is outstanding

Children are warmly welcomed into this inspirational setting, where they develop an exceptionally strong sense of community. They provide an integral part of community life and take part in village events, such as providing donations for Harvest Festival, decorating the church to celebrate the Queen's Jubilee, and laying wreaths for Remembrance Day. Children learn to respect and think of others, and their behaviour is excellent. They are observed negotiating with each other to solve problems. They offer to share their play dough and show impeccable manners, waiting for everyone to sit down before commencing their meal. Children are kind, helpful and caring towards others.

Staff support children's communication skills extremely well. Staff engage in meaningful conversations with the children, adapting their language to support children's individual needs. Children confidently use new words, such as remembering the gifts in the nativity story as gold, frankincense and myrrh. Children can take a book home with them each week and from a library van that visits every 3 weeks, enabling them to build on their language skills at home.

Children develop exceptional early mathematics skills. Staff skilfully incorporate mathematics and problem solving into everyday interactions. In a throwing game, children calculate how many turns they have left and whose turn it is next. They also make marks to record the results, working out who has hit the target the most.

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

- The manager is inspirational. The dedication she and her team give to the care and education of the children who attend the provision is outstanding. They go beyond expectations in helping those families in need of additional support. For example, the manager accompanies parents to advice groups to support their children's development.
- The manager provides an exciting and engaging curriculum. Children learn from an exceptional range of activities and opportunities. For instance, they fly kites in the park, cook sausages on campfires, learn about musical instruments from different countries and simulate milking a cow to learn where milk comes from. Children are highly engaged in their learning and make excellent progress.
- Staff provide an abundance of opportunities for the children to learn outdoors. For instance, they visit the local woods, paddle in the village stream and walk through the wildflower meadows. Children learn about how trees provide oxygen for us to breathe. They consider the environmental impact of their activities, ensuring there is no salt in the dough they make to decorate the trees, for example. Children develop a love and respect for nature.

- Children show high levels of independence and confidence. They independently dress themselves for forest school, making appropriate choices of what clothes they need to keep warm. Children persevere with challenges, such as when trying to fasten some buttons or putting their fingers in their gloves. Staff skilfully ask if children need help before stepping in to provide support. Children develop pride and a sense of achievement, knowing they can do things for themselves.
- Staff are highly skilled at seizing spontaneous opportunities to develop children's knowledge and understanding. For example, children learn why shadows appear on their walk in the sun. Watching and listening to the birds prompts a discussion on why birds need bird feeders in winter. Children learn from meaningful experiences.
- Children's health is supported tremendously well. Children learn healthy practices, such as healthy foods, exercise and the importance of sleep. Parents are encouraged to make healthy choices for the children when providing packed lunches and have access to information from a dietician on how to support healthy eating.
- Children take part in a range of celebrations and learn about similarities and differences. For example, the children were visited by a hearing dog to learn about how they support people who are deaf or hard of hearing. Books, puzzles, games and resources at the setting represent society as a whole, which helps children to learn about life in modern Britain.
- Partnership with parents is exemplary. Each child is visited at home prior to starting the setting, to help their transition. Parents are exceptionally well informed about their children's learning. Staff meet regularly with parents to discuss their children's progress and share how learning can be supported at home. Children make excellent progress from their starting points.
- The manager implements robust measures to support staff's continued professional development. Targeted training has deepened staff's understanding of how to support children's specific needs. The manager recognises staff's strengths and interests, supporting training that promotes these further.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have an excellent understanding of how to protect children and keep them safe from harm. They are aware of their duty to identify and respond to concerns about a child and/or member of staff working with them. Staff identify the signs and symptoms of abuse, including from exposure to radical and extremist views. They have detailed knowledge of the procedures to follow to report any concerns. Staff receive in-depth safeguarding training and have opportunities to regularly refresh their knowledge. The manager puts measures in place to ensure the ongoing suitability of staff. Staff carry out effective risk assessments to keep children safe.

## Setting details

<b>Unique reference number</b>	507899
<b>Local authority</b>	West Berkshire
<b>Inspection number</b>	10234576
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Great Shefford Under Fives Committee
<b>Registered person unique reference number</b>	RP910481
<b>Telephone number</b>	07765508867
<b>Date of previous inspection</b>	29 March 2017

## Information about this early years setting

Great Shefford Under Fives registered in 1971. It operates from the village hall in Great Shefford, near Hungerford, Berkshire. It is a voluntary organisation with a management committee. The pre-school receives funding to provide free early education for children aged two, three and four years. The group opens on Tuesdays, Wednesdays and Thursdays, during school term time. Morning sessions are from 9.15am to 11.45am, and afternoon sessions are from 11.45am until 2.45pm. Children may stay for the whole of this time. There are four members of staff who work with the children. The manager holds early years professional status, and two members of staff hold early years qualifications at level 3.

## Information about this inspection

### Inspector

Nina Fortuna

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.

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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