

Inspection of Shurdington Pre-School

Millenium Hall, Bishop Road, Shurdington, CHELTENHAM, Gloucestershire GL51 4TB

Inspection date: 5 January 2023

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

What is it like to attend this early years setting?

The provision is good

Children arrive excited for their day at pre-school. Children seek out staff to tell them all about their experiences from home. Staff listen to children with interest and value their voice. Children tell staff about their birthdays and say that now that they are four, they are 'grown up'. Staff respond with enthusiasm and delight at their conversation.

Children confidently explore the garden. They run, climb and ride on cars. Younger children use their senses to explore sand and water. They find paint brushes and begin to make marks on the wall. Staff facilitate their play by providing children with buckets of water and extra brushes. Staff join children and make marks with them, providing them with good role models.

Staff have high expectations for children's behaviour. All children are very well behaved, are respectful of their friends, and play well together. Younger children hold hands and lead each other to the carpet where they engage with small-world play together. Older children are supported to negotiate when they both want the same wellington boots. Children listen to each other and are respectful of their requests. Children learn to manage their emotions and effectively resolve minor conflict.

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

- The manager and her team construct an ambitious curriculum that is tailored to children's interests. Staff carefully plan activities to build on what children already know and what they need to learn next. They have a good knowledge of children's interests and learning goals. As a result, all children engage well with play and learning. They make good progress from their starting points.
- Parents report on how happy their children are at the pre-school. They speak highly of the friendly, approachable staff and the good progress that their children have made since being at the pre-school. Parents of children with special educational needs and/or disabilities (SEND) say that staff go 'above and beyond' for their whole family, and speak of the inclusive environment they provide. Children and their families are very well supported.
- Staff embrace every learning opportunity. When older children sit for snack, staff involve them and ask them if they have the correct number of cups for the group. Children eagerly count the cups and the number of children. They excitedly share their answer. Staff start a conversation about healthy eating. Children look at their snacks and decide what is healthy and what is a sugary food, and discuss the importance of a balanced diet. Children are excited to participate in learning and are confident to share their thoughts.
- Staff support children to be independent. Younger children find their own

wellington boots to wear in the garden and put them on. Staff are close by and support children when needed. Older children find their own coats, put them on and zip them up. They pour their own drinks and select what they would like to eat at snack time. Staff praise the children for having a go. When children require a little support, staff are reassuring and attentive. Children learn the importance of independence and are confident to ask for help when they need it.

- Staff support children with identified SEND very well. They use recommended strategies to enhance communication and focus. However, these strategies are not consistently used for children who are awaiting intervention from outside agencies. Therefore, at times, these children lack the support to successfully engage in routine activities.
- Staff and children build positive relationships. Younger children enjoy cuddles and a story from staff when they need reassurance. Older children seek staff to play with them. Children giggle with delight when staff join them in a game of hide and seek. Children eagerly anticipate being found and squeal with happiness when they are. Children show that they feel safe and secure. They are confident to approach adults and enjoy their company.
- Children learn how to express themselves in various ways. Younger children jump and make animal sounds during a group activity. Staff use words such as 'swooshing' and 'twirling' to describe their movements. Older children use paints to create pictures. Staff talk to them about the colours that they choose and if they think they are 'happy' or 'sad' colours. Children share their feelings and learn to express them in different ways.

Safeguarding

The arrangements for safeguarding are effective.

The manager and her staff provide a safe and secure environment for children to play and learn. They have a good understanding of how to recognise indicators that a child may be at risk and how to respond to these concerns. Staff understand the procedures that they need to follow if they require further support from outside agencies. The manager is aware of her role to report and respond to any safeguarding concerns. The manager has safer recruitment training. She ensures that all staff are suitable before working with the children. She monitors her staff's suitability at regular supervision meetings.

What does the setting need to do to improve?

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

- consistently use strategies for children who require extra support, so that they can successfully engage with routine activities, play and learning.

Setting details

Unique reference number	101543
Local authority	Gloucestershire
Inspection number	10236792
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	27
Name of registered person	Shurdington Pre-School Committee
Registered person unique reference number	RP905272
Telephone number	07961 396 613
Date of previous inspection	10 March 2022

Information about this early years setting

Shurdington Pre-School registered in 1994 and is located in Shurdington, Gloucestershire. It operates from 8.30am to 2.30pm on Monday, Wednesday, Thursday and Friday, and 8.30am to 1pm on Tuesday, during term time. The pre-school employs nine members of staff who work with the children. Of these, one member of staff holds qualified teacher status, five hold appropriate early years qualifications at level 3, two hold a level 2 qualification, and one is working towards a level 2 qualification. The pre-school is registered to accept funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Sarah-Louise Clements

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children spoke to the inspector about what they enjoy doing at pre-school.
- Staff spoke to the inspector during the inspection.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents shared their views of the setting with the inspector.
- The manager shared relevant documentation with the inspector.
- The inspector observed the quality of teaching and the interactions between staff and children, and assessed the impact on children's learning.

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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