

Inspection of Shernhall Pre-School

St Georges Hall, 136 Shernhall Street, LONDON E17 9HU

Inspection date: 8 February 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children have happy, warm relationships with staff. Staff take care to help children to settle well. For example, they visit children in their homes to help build strong relationships before children start at the nursery. Staff value each child and have high expectations of them. Children learn to share and to take turns well, such as when they take part in organised group music games. They behave in safe ways. Staff teach them how to move around the nursery with care and caution, such as lining up to walk from indoor to outdoor areas. They teach children good road safety awareness.

The curriculum is broad and interesting. Children learn useful skills in preparation for school. They develop a good understanding of the world. For example, staff plant daffodils and potatoes with children and teach them how things grow. They get involved in a wide range of creative activities. For example, they use roller brushes to paint large cardboard boxes and make models out of play dough. Children develop good physical skills. For instance, they balance across stepping stones and steer wheeled toys skilfully around the garden. Children gain good small-muscle control by, for example, opening and closing hooks and latches on puzzle boards.

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

- Children develop good early mathematics skills. Staff teach children the names of shapes that they cut out to make a house collage. They learn to count as they sing number songs and rhymes. Staff use mathematical language, such as 'big' and 'small', to teach children about size.
- Staff support children's communication, language and literacy skills. For instance, they organise group music sessions where children sing songs that introduce a wide range of new words. Staff read books in lively tones, and children interact well with stories. They provide focused group sessions for children who need more support. For example, children select different items from a bucket, and staff discuss these with them.
- Staff support children's understanding of differences in society well. For instance, they discuss and learn about religious events, such as Hanukkah and Eid. They read stories that contain characters from different cultures and races.
- Children learn how to do things for themselves. For instance, at snack time, they spread butter on their toast by themselves and pour their own drinks. Staff teach children how to put on their coats and shoes.
- Staff support children with special educational needs and/or disabilities well. They liaise with other professionals and parents to form comprehensive learning plans with targets for children. Children make good progress.
- Children behave well. Staff make timely interventions to help children to try to

resolve things for themselves. They share group rules with children and use praise to promote positive behaviour.

- Children learn about good oral hygiene. Staff explain to children how to take care of their teeth and gums. For instance, staff give parents a toothbrushing chart, which they complete each time their child brushes their teeth at home. They return it to the nursery, and children receive a new toothbrush and certificate as a reward.
- Staff have good partnerships with parents. They give parents regular updates on children's activities and progress. Parents take books home from the nursery to read to their children, which supports their communication, language and literacy skills.
- The manager supports staff well. She meets with them individually to discuss their work and training needs. The manager is committed to staff development, and they attended different courses. For example, staff attended a course on supporting children with autism spectrum disorder, which led to greater awareness in this area.
- The manager evaluates all aspects of the nursery and identifies many areas for improvement. For instance, she plans to develop partnerships with parents further to support children's learning.
- Overall, children enjoy a variety of interesting activities planned by staff. However, at times, during the daily routine, some activities for children are mostly led by adults. This means that, sometimes, children do not have consistent opportunities to initiate their own play.
- The nursery provides healthy snacks and fresh drinking water for children. However, managers and staff have not fully developed ways for children to develop a deeper understanding of the value of eating well.

Safeguarding

The arrangements for safeguarding are effective.

Staff regard children's safety as paramount. They carry out rigorous health and safety checks in the nursery, including outdoors, to reduce the risk of hazards. The manager carries out comprehensive background checks on staff to ensure their suitability. Staff attend regular safeguarding training and have good knowledge in this area. They know how to identify signs and report their concerns promptly to keep children safe. Staff are aware of safeguarding issues, such as domestic abuse. They are vigilant to signs that a child may be exposed to this and know the procedures to follow to protect children from harm.

What does the setting need to do to improve?

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

- provide more consistent opportunities for children to initiate their own play, to

promote their learning further

- help children to gain an understanding of the value of eating well, to extend their learning.

Setting details

Unique reference number	153685
Local authority	London Borough of Waltham Forest
Inspection number	10234260
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	96
Number of children on roll	49
Name of registered person	Shernhall Pre-School
Registered person unique reference number	RP910902
Telephone number	020 8520 6756
Date of previous inspection	24 March 2017

Information about this early years setting

Shernhall Pre-School nursery registered in 1992. It is located in Walthamstow, in the London Borough of Waltham Forest. The nursery is open from Monday to Friday, 8.30am to 3.30pm, during term time only. There are nine staff, including the manager, all of whom hold appropriate early years qualifications. The nursery accepts funding for free early years education for children aged two, three and four years.

Information about this inspection

Inspector
Jenny Beckles

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the setting.
- The inspector carried out a joint observation of a group activity with the manager.
- During the inspection, the inspector carried out a learning walk around the nursery with the manager.
- The inspector observed the interactions between staff and children and spoke with children, when appropriate.
- During the inspection, the inspector considered the views of staff and parents.

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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