

Inspection of The Good Shepherd Pre-School

Weaverthorpe Scout Hut, 78a Weaverthorpe Road, Woodthorpe, Nottingham NG5 4PT

Inspection date: 28 June 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 are welcomed warmly by friendly and engaging staff. They quickly settle into the inviting and safe environment and find an activity of their choosing. Staff help children to construct 3D models from magnetic tiles. They discuss with children if they want to construct 2D or 3D shapes. Staff demonstrate how to construct as children create models and talk about shapes during their play.

Children work together harmoniously as they develop their imaginative skills. They create drinks in the mud kitchen. They watch intently as they pour muddy liquid into a mug, exclaiming, 'I've made hot chocolate!' Staff help children to think about what they could add. Children select herbs, using their senses to smell and touch them. They add them to their concoctions.

Staff help children to practise their small-muscle skills as they dip paintbrushes into paint and make marks on paper. Staff talk to the children about what they have created. Children learn to handle tools and manipulate play dough. They use their developing muscle skills to squash and mould the play dough into shapes. Staff plan activities that help children to think about initial and rhyming sounds in words. Children answer excitedly and are given praise and encouragement as they identify words that sound the same.

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

- The manager and her staff team create a curriculum that prepares children for the next stage of their education and is relevant to the children's interests. They carefully consider how to group children to ensure that the experiences they deliver are appropriate for individual children's stage of development.
- Staff praise positive behaviour warmly and encourage and support children as they play. Children understand that they can approach a staff member if they need comfort and a cuddle. They are respectful and kind to their friends. For example, they ask politely if they could share the resources. However, staff do not always help children to understand why rules and boundaries exist when children forget. This means children do not always develop their knowledge of expected behaviour.
- Children make transitions in their routines. They are familiar with the routines of the day and staff help them to understand what is happening now and next. However, at times, they wait for long periods during these transitions. For example, before snack is served, children start to lose focus and become bored and restless. Therefore, learning is not always effective during these times.
- Parents comment positively about the 'inspiring and supportive' staff team. They receive regular daily updates on their children's progress, and staff give them help and advice on supporting children's development in the home environment.

Parents comment that they feel their children are making good progress at pre-school, particularly with their speech and language skills.

- Children benefit from experiences outdoors in the large, inviting garden and woodland area. Staff teach children about nature outdoors. Children build their knowledge of natural habitats and animals that live in the wooded area. Staff help children to learn about how to grow vegetables and fruit. They recycle their food waste into compost bins and learn about the importance of sustainability.
- Staff help children to understand about the importance of healthy diets and where food comes from. Fresh fruit and milk is available at snack times and staff talk about how eating healthy foods 'makes you strong'. The manager ensures that children are given appropriate activities to help them understand about caring for their teeth, and staff support parents to promote their child's oral hygiene at home.
- The experienced manager ensures that staff well-being is given high priority through regular supervisions. The long-standing and dedicated staff comment that they feel happy in their roles and their workload is manageable. The manager ensures that staff have regular training that helps them to understand their roles and responsibilities. She liaises with other settings in the local area to share best practice and ensures that her own training and development is relevant and up to date.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff team have a good understanding of their responsibility to safeguard children. They understand the signs and symptoms that may indicate a child is being abused, and they know the procedures for recording and reporting any concerns they may have. The manager understands the importance of recruitment and vetting procedures to ensure that staff are suitable for their role. A thorough induction ensures that all new staff understand the policies and procedures in place to help protect the children in their care. Daily risk assessments ensure that children are not exposed to any unnecessary risks in the environment.

What does the setting need to do to improve?

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

- support staff to help children understand how their behaviour affects others and why rules and boundaries are in place
- review the management of routines to ease transitions and waiting times to help maintain children's focus.

Setting details

Unique reference number	EY334654
Local authority	Nottinghamshire County Council
Inspection number	10289152
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 at time of inspection	2 to 4
Total number of places	28
Number of children on roll	27
Name of registered person	Good Shepherd Pre-School Committee
Registered person unique reference number	RP525214
Telephone number	07971382837
Date of previous inspection	14 November 2017

Information about this early years setting

The Good Shepherd Pre-School registered in 2006 and is situated in Woodthorpe, Nottinghamshire. The pre-school employs four members of childcare staff. All staff hold appropriate early years qualifications at levels 2, 3 or 4. The pre-school operates on Monday to Wednesday, from 8.50am until 3.15pm, and on Thursday to Friday from 8.50am until 12.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Stephanie North

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 carried out a joint observation of a group activity with the manager.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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