

Inspection of Shepperton Preschool Limited

Shepperton Pre School, Glebeland Gardens, Shepperton TW17 9DH

Inspection date: 19 October 2023

Overall effectiveness	Outstanding
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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

Staff create a purposeful, enticing and safe place for children to play and learn. As a result, children arrive at this pre-school with big beaming smiles and are eager to enter the setting. Children self-register, help to lay tables for breakfast and carry out age-appropriate tasks. This further increases their high levels of self-esteem. Children have superb manners as staff have a highly consistent approach to managing their behaviour. This has a very positive impact on the quality of the learning experiences that children have.

Staff place great importance on promoting children's happiness and well-being. They collect a wealth of information about children's home lives and experiences to help meet their individual needs. Staff recognise the challenges that children faced during the COVID-19 pandemic. They emphasise persistence and communicate very high expectations to help children to catch up with their learning. For example, children with limited speech are now making great strides in developing their language skills. Staff have also been extremely successful in helping children who were anxious about meeting unfamiliar people. Since joining this pre-school, children have gained high levels of social confidence, which is evident in the way they interact with others.

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

- The manager works collaboratively with the staff team to ensure that children leave the pre-school extremely well prepared for the next stage in their education and beyond. They are highly passionate about building children's resilience, independence and emotional awareness. This puts children in very good stead for moving on to school.
- Staff report high levels of support for their work and well-being. They attend a wealth of training, such as a recent course that focused on the complexities of children's emotional needs. This increased staff's knowledge of how to support children's behaviour even more effectively. As a result, children consistently demonstrate high levels of motivation. This includes children with special educational needs and/or disabilities or who speak English as an additional language.
- Partnerships with parents are extremely successful. This is because staff take the greatest care to welcome, value and support every parent. Staff suggest ideas for what parents can do to further support their children's learning at home. Parents are unanimous in their praise of the exceptional levels of care and attention that their children receive.
- Partnerships with outside agencies are another key strength. Staff share their precise assessments of children's learning, such as with speech and language and play therapists, to put in place meaningful targets. This enables all children

to achieve the best possible progress.

- In their physical development, children show impressive levels of perseverance and concentration. During a group activity, for example, they continuously practise and test their scissor skills, even when they face challenges. Children are able to take risks and manage their own risk taking while using a rope swing, jumping off logs and using a sensory activity trail.
- Staff implement the broad and knowledge-based curriculum consistently across the provision. They use discussion with children to develop their speaking and listening skills to great effect. This enables children to tell their own imaginative stories using story cubes, prompts and small world figures. In mathematics, children gain superb problem-solving skills and knowledge of numbers.
- Children develop a great love of books. They delight in listening to stories and are extremely keen to share their thoughts and ideas. Staff encourage children to experiment with various mark-making tools. As a result, children, even the younger ones, are beginning to write for different purposes.
- Staff have established strong links with the community the pre-school serves. They organise plenty of events and introduce children to important members of society, such as the elderly and librarians. This helps to broaden children's knowledge about people and communities different to their own.
- The manager liaises with schools and early years advisers regularly. This keeps her fully informed of local issues, including what makes children vulnerable or places them at a disadvantage in their area. She actively involves parents and children in the self-evaluation process to sustain the excellent quality of care and education provided. The experienced and dedicated manager leads staff practice excellently, with strong processes for the recruitment, supervision and ongoing support of staff. She sources training and has beneficial links with other providers. This helps her to gain high-quality practice ideas, and link these to the changing needs of the children who attend. The setting receives additional funding to support children in their learning. This funding is used exceptional well by staff to extend children's understanding about the world around them and give them opportunities to visit many places of interest.

Safeguarding

The arrangements for safeguarding are effective.

The provider has created a 'whole pre-school approach' to promote children's safety and well-being. She and her staff work very closely with parents to educate children about online safety and the associated risks. The manager collaborates closely with other agencies to help keep children safe, including getting help for families when needed. Parents speak movingly of the help and support that the manager and staff have given them. The provider has a thorough approach to staff recruitment to help keep children safe. She deploys her staff team extremely well to meet children's needs at all times. Staff have a secure knowledge of how to identify when a child is at risk of harm and how to report their concerns to relevant agencies. This includes any signs of extremist views or behaviour.

Setting details

Unique reference number	EY474055
Local authority	Surrey
Inspection number	10301714
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	32
Number of children on roll	49
Name of registered person	Shepperton Pre-School Limited
Registered person unique reference number	RP533403
Telephone number	01932240333
Date of previous inspection	31 January 2018

Information about this early years setting

Shepperton Preschool Limited registered in 2013. The pre-school is open during term time, from 9am to 3pm on Monday to Thursday and from 9am to midday on Friday. There are 14 members of staff who work directly with the children, eight of whom have appropriate early years qualifications, including two members of staff who hold qualified teacher status.

Information about this inspection

Inspector
Bev Boyd

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 manager and has taken that into account in their evaluation of the provider.
- The inspector viewed all areas and discussed with the manager how these areas are used.
- The inspector observed the children and staff and spoke with them at appropriate times during the inspection.
- The manager and the inspector evaluated the effectiveness of an activity together.
- Parents shared their views of the pre-school with the inspector.
- Relevant documentation was reviewed by the inspector, including suitability checks and paediatric first-aid qualifications.
- The manager discussed their safety and child protection procedures, and safeguarding discussions were undertaken with members of the staff team.

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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