

# Inspection of Shepherds Spring Pre-School Nursery

Spring Meadow Childrens Centre, Smannell Road, Andover, Hampshire SP11 6JP

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Inspection date: 6 March 2024

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Good

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

### **The provision is outstanding**

Staff place a very strong focus on children's happiness and well-being. They know the children and families extremely well. Staff successfully plan enriching activities that build on children's interests and developmental needs. They have very high expectations and children understand the rules and the boundaries. Children behave extremely well.

Staff use the vast outdoor space incredibly well. They create learning experiences for children to develop their skills at every opportunity. Older children spend most of their time outside and benefit from the fresh air and exercise this brings. Staff commit to giving children experiences they may not have had before. Children's independence is integral to everything they do. For example, at lunchtime, staff give children pretend coins to exchange for fish and chips, wrapped in paper, like they would get from the shop. Children use their language to place their orders for lunch. In return for their 'money', staff give them fish and chips, complete with a wooden fish fork. Children sit and eat with their friends at the wooden benches. They enjoy the social experience in the outdoors.

Children flourish in a language-rich environment, inside and out. Staff develop children's communication skills consistently in every age group. They spontaneously sing with the children, or read stories. Children later repeat the songs as they go about their play. Small, focussed groups and targeted plans help children to develop at their own pace. As a result, all children including those with special educational needs and/or disabilities (SEND), make exceptional progress from their starting points.

The experienced staff expertly extend children's learning. They use skilled interventions, including relevant questioning at every opportunity to help children to think for themselves. For example, before lunch staff sit with children and encourage their imagination, recall and communication. Staff pretend to catch a creature in their hands. They describe this to the children and ask them to think about what it can be that they have caught. Children excitedly respond with answers such as ladybird and butterfly. Staff use continuous praise when children correctly guess from the description they have provided. This creates a sense of well-being and security.

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

- The inspirational leadership team constantly strives to make improvements to the nursery. Leaders continually encourage staff to develop their knowledge and skills to provide the best opportunities for children. As a result, the nursery continues to grow and evolve. Since the last inspection, the leadership team

have purchased two yurts to provide outdoor classrooms to enhance the facilities further. They use funding incredibly effectively to meet the needs of the children. The leadership team purchased gardening tools, maths, and language games to support individuals' needs.

- The qualified special educational needs coordinators (SENCOs) attend regular training to update their skills and knowledge. They share this information with the team. This helps to ensure all staff are as skilled as possible to meet the needs of the children. The SENCOs conduct comprehensive assessments shortly after the children start at the nursery. This enables them to take swift and prompt action so that children receive support at the earliest possible opportunity. They work extremely effectively with all other agencies to ensure children receive targeted support. The SENCOs observe children and work with key persons to fully implement action plans. They review these regularly to ensure they continue to meet the children's needs.
- The leadership team and staff devised three aspirations for the nursery to give the children valuable life skills. They use these to sequence the curriculum, building on the children's prior experiences. As a result, children make excellent progress in their development. In addition, babies and toddlers demonstrate positive attitudes to learning. For example, babies focus intently as they stack cups inside each other and thread beads on the activity centre. Professional development is another key to the nursery's success. All staff complete regular training to develop their skills, qualifications, and knowledge. The leadership team place a strong focus on staff's well-being. They reward staff for work well done and offer 'impact' awards to show their appreciation for their effort.
- The determined team are keen to meet the children's needs. They take time to get to know the families, children and the community in which they live. As a result, they provide a broad curriculum predominately based in the outdoors which enhances the children's experiences. Rich and varied activities provide children with opportunities to extend their learning in all areas and make the best possible progress in their learning.
- Partnership with parents is exemplary. Families receive the support they need at the time they need it. Staff involve parents in their children's learning and encourage them to share their experiences from home. They ask parents to think about what makes them proud of their children and to share this with others. Parents say the staff are amazing and the support they receive from them is incredible. This includes visiting them when their children are poorly and physical hand holding to get them through the day.
- Practitioners support children's personal development extremely well which includes constant access to fresh air and exercise. Staff encourage children to blow their own noses and wash their hands afterwards. Staff act as good role models as they adopt this practice themselves. Children understand the need to wash their hands after using the toilet and before meals. Older children confidently say that they need to wash their hands to remove the germs. They are kind and helpful with their friends, as they pass them paper towels to dry their hands. This helps children to develop an understanding of healthy lifestyles.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## Setting details

<b>Unique reference number</b>	EY552948
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10331766
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 8
<b>Total number of places</b>	85
<b>Number of children on roll</b>	131
<b>Name of registered person</b>	Shepherds Spring Pre-School Nursery CIO
<b>Registered person unique reference number</b>	RP552947
<b>Telephone number</b>	01264 362534
<b>Date of previous inspection</b>	5 February 2019

## Information about this early years setting

Shepherds Spring Pre-School Nursery registered in 2017. The setting is open from 8am to 6pm from Monday to Friday for 50 weeks of the year. There are 31 staff, 20 hold relevant early years qualifications. The nursery provides funded early education for two, three-and-four-year-old children.

## Information about this inspection

### Inspector

Lindsay Osman

## 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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the nursery.
- The SENCOs spoke to the inspector about how they support children with special educational needs and/or disabilities.
- 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 and grandparents shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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