

Great Shefford Under Fives



Village Hall, Station Road, Great Shefford, Hungerford, Berkshire, RG17 7DR

Inspection date	29 March 2017
Previous inspection date	7 January 2015

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The highly experienced and inspirational manager uses her in-depth knowledge and her skills effectively. She leads by example to ensure her staff continue to develop their practice to maintain the highest standards.
- Teaching is of a very high standard. Staff use accurate assessments and children's interests to provide a wonderful variety of rich and exciting learning experiences. Staff skilfully encourage children to think creatively and find their own solutions. Children are inquisitive and very eager to learn. They make rapid progress.
- Staff build excellent partnerships with parents and carers, helping provide the best start for children. They use regular meetings and workshops to share information about children's progress and help parents find ways to support their children's learning at home.
- Staff gain a real understanding of each child and of their family. They visit children at home and warmly welcome children into the pre-school. Children settle very quickly, they feel happy and secure and are ready to learn. Behaviour is exemplary.
- Children gain an excellent understanding of how to lead healthy lives. Staff arrange for a dietician to talk to the children and parents about healthy eating. Children are tremendously active and become strong and agile. They thoroughly enjoy running, climbing and balancing as they gain confidence in their own abilities.

What the setting needs to do to improve further

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

- continue to review and enhance the provision for outdoor play in order to maintain high standards of practice and the excellent outcomes achieved for children in outdoor learning.

Inspection activities

- The inspector observed and spoke with staff and children during activities in the pre-school and on a walk. She assessed the impact of teaching on children's learning.
- The inspector undertook a joint observation of an adult-led activity with the manager. They discussed how the manager monitors and improves the quality of teaching.
- The inspector spoke with several parents and took account of their comments.
- The inspector sampled documents, including children's records and evidence of staff training and suitability.
- The inspector discussed with the manager how she keeps children safe, the quality of provision and the pre-school's plans for improvement.

Inspector

Rachel Edwards

Inspection findings

Effectiveness of the leadership and management is outstanding

The manager observes staff daily and holds formal meetings to give constructive feedback on the quality of teaching. She schedules time each week for staff to reflect on the impact of their work on children's learning and well-being. The manager welcomes challenge and advice. For example, there are regular support visits from an advisory teacher and staff attend training at a teaching centre. The manager studied how to make the most of outdoor learning by visiting a Forest School in Norway and they now place great emphasis on this type of play. Recent training has inspired staff to consider how they can continue to enhance children's outdoor learning opportunities. For example, they plan to create an enclosed outdoor space so children can use water on a larger scale. Safeguarding is effective. Excellent procedures ensure that all aspects of children's health and welfare are promoted. Staff use rigorous risk assessments effectively.

Quality of teaching, learning and assessment is outstanding

Staff are exceptionally skilled at helping children make their own discoveries and do things for themselves. They equip children with buckets and magnifiers to 'investigate' their finds on a walk. Exciting activities are used to encourage early writing skills. For example, staff tape pens to long sticks and children use these to make patterns and pictures. Staff ensure children can find resources to develop their play. For example, children are absorbed in building a landscape for model animals. They sort animals by size, with much discussion, then use a large strip of paper to make a river for the big animals. They busily colour the river blue and use a bridge they made from junk materials for vehicles to cross. An adult suggests they may need to hold the water in with a barrier. Children work together to build it, one showing another how to place the bricks for a strong structure. They build another from boxes and decide which is strongest. They are totally engrossed, using original ideas and rich language to describe what they are doing.

Personal development, behaviour and welfare are outstanding

Staff pay great attention to meeting children's needs. Their observations and outstanding partnerships with parents enable them to tailor care and learning precisely for each child. Staff respond sensitively to children, who flourish in the highly positive environment. Children eagerly try new experiences and relish challenges, such as building dens. They express themselves confidently, such as telling the Easter story, because they know adults listen. These thoughtful interactions build children's self-esteem and emotional stability, giving them an exceptionally secure base on which to develop their learning.

Outcomes for children are outstanding

Children are gaining an excellent understanding of mathematics through practical activities, such as finding ways to make a party bag or using a stick to measure the depth of a mole hill. They hear sounds in words and some can read simple words. Children are extremely active and independent, and they approach learning with great enthusiasm.

Setting details

Unique reference number	507899
Local authority	West Berkshire (Newbury)
Inspection number	1085773
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	25
Number of children on roll	17
Name of registered person	Great Shefford Under Fives Committee
Registered person unique reference number	RP910481
Date of previous inspection	7 January 2015
Telephone number	07765508867

Great Shefford Under Fives registered in 1971 and operates from the village hall in Great Shefford, near Hungerford in Berkshire. It is a voluntary organisation with a management committee. The pre-school receives funding to provide free early education for children aged two, three and four years. The group opens on Tuesdays, Wednesdays and Thursdays during school terms. Sessions are between 9.30am and midday and from midday until 2.30pm. Children may stay for the whole of this time. There are four members of staff who work with the children. The manager holds early years professional status and all other staff hold relevant early years qualifications at level 3.

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