

# Sherington Pre-school

Inspection report for early years provision

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**Unique reference number** 141871  
**Inspection date** 14/01/2010  
**Inspector** Susan Marriott

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**Type of setting** Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Sherington Pre-School was registered in 1972 and operates from two rooms in Sherington Village Hall. The setting is run by a voluntary management committee of parents and receives funding for early education. Children have access to a secure area for outdoor play.

The pre-school is open on weekdays during term time only. Morning sessions run from 9.15am to 11.45am from Monday to Thursday and a Friday afternoon session runs from 12.30pm to 3pm during the Spring and Summer term only. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to provide 30 places. There are currently 16 children attending who are within the early years age group. Of these, 14 receive government funding. The setting serves the local and neighbouring communities. A small number of children attend other settings such as childminders and other pre-schools. The setting provides for children with special educational needs and/or disabilities and those with English as an additional language.

There are five staff members, of whom, three hold relevant childcare qualifications. The pre-school is affiliated to the Pre-School Learning Alliance and receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children's individual needs are not met because the staff do not have an effective working knowledge or understanding of the Statutory Framework for the Early Years Foundation Stage. Appropriate vetting checks are not always carried out to ensure the suitability of staff and other aspects of the welfare requirements are not being fully met. The pre-school provides a welcoming environment but is not sufficiently inclusive because the needs of all children are not being met. There is a positive working partnership with parents which ensures they are kept suitably informed of most issues relating to their child's care and learning. The joint supervisors have begun to use self-evaluation to review the group's practice but this is currently not accurate in identifying the areas for development.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

## What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure that adults looking after children are suitable to do so (Suitability of adults) 29/01/2010

- keep a record of all accidents and ensure that parents are informed of any accident or injury sustained by their child and of any treatment given (Promoting good health) 29/01/2010
- plan and organise systems to ensure that every child receives an enjoyable and challenging learning and development experiences that is tailored to meet their individual needs (Organisation) 12/02/2010

To improve the early years provision the registered person should:

- devise a robust system to verify the identity of any visitors, record their names, the purpose of the visit, and details of arrival and departure times
- ensure that the necessary steps are taken to prevent the spread of infection at snack time
- improve the management of children's behaviour in a manner appropriate for their individual needs.

## **The effectiveness of leadership and management of the early years provision**

Children safety is compromised because the management committee has not ensured that every member of staff is suitably vetted and checked. Some members of the committee have not promptly notified Ofsted of their involvement with the setting to enable proper checks to be initiated. These are breaches of legal requirements. The premises are kept secure, however, the system to monitor visitors is weak. Names are noted in the day book but the reason for the visit and the duration of the stay is not consistently noted. Their identity is not always checked and this places children at risk from unvetted persons. Nevertheless, policies for safeguarding are in line with requirements.

Staff do not always deploy themselves to good effect and children do not always receive adequate support in order to meet their individual needs and routines. Planning is not sufficiently linked to the Early Years Foundation Stage, resulting in goals in learning and development not being achieved consistently enough. The environment for which the provider has responsibility does not contribute enough to learning and development. Basic risk assessments are in place to secure children's safety, but the organisation of the daily routine means that furniture and equipment is cleared away from the hall during the session. Every care is taken to protect children's safety during this time, but they have little choice if they do not want to go outside with everyone else, or join in with the whole group activity. Fire drills are carried out with sufficient frequency to ensure that every child has experienced the evacuation procedure. Staff do not always record every accident and inform parents which is a breach of legal requirements. Practice is not sufficiently inclusive because in group situations, individual children are not effectively encouraged to take part in a positive way that supports their development.

The setting is clearly an established group with strong links to the local

community. There are positive relationships with parents and carers. The setting communicates effectively with other providers and partners supporting children. The strengths and weaknesses of the early years provision are not identified accurately and the action needed is not prioritised effectively. The committee and supervisors do not drive and secure improvement effectively because information about the setting's performance is not accurate. Therefore, self-evaluation is currently inaccurate and senior staff are having too little impact in raising the quality of provision.

## **The quality and standards of the early years provision and outcomes for children**

The room is set out attractively to reflect the six areas of learning and photographs supply evidence of the wide range of different activities and experiences provided for children. Friendly staff give a warm welcome to children on arrival and engage them in conversation about the snow. However, staff do not consistently plan effectively and organise the daily routine well enough to promote children's learning. This means that spontaneous learning opportunities are not always fully exploited and that clear intentions for learning through the planned activities are not identified. For example, promoting aspects of children's independence and choice are overlooked during an activity to ice biscuits and there is little meaningful learning when children glue pre-cut strands of yellow wool onto pre-cut templates of teddies. Staff generally provide appropriate support for children at their self-chosen play. For example, staff ask open questions whilst children construct with wooden blocks and they engage children in role play as they share a pretend barbecue outside the play tent. However, opportunities for learning at registration time are sometimes limited by staff's failure to fully support and integrate some groups of children and manage their behaviour effectively.

Children have fun and enjoy themselves. They receive care and attention in small groups. For example, they go into the small room with their key person to take part in planned activities such as a memory game, using toys placed on a tray. Staff interact well with children who show curiosity in shapes, pencils and paper set out on a table. They extend children's language about shape, size and pattern, encouraging children to practise their counting skills as they identify six red squares. However, staff do not have a clear understanding of the children's needs in line with the Learning and Development requirements. They fail to establish children's individual starting points and capabilities on entry to the provision which means that progress cannot be accurately measured from an agreed baseline. Observations are not sufficiently focussed upon the 'Development Matters' criteria to track children's progress and to plan appropriate next steps.

Children enjoy opportunities to engage in physical activities, both indoors and out. Staff are currently implementing the 'Write dance' programme to support children's physical development and early writing skills. They follow appropriate personal hygiene routines, although sometimes need prompting by staff. However, children are not learning to adopt healthy lifestyles. Despite staff having attended a basic food hygiene training course, they do not recognise that some of their practice at

snack time has the potential to spread infection and may compromise children's health. Children are generally happy and settled and show confidence and self-esteem. They are beginning to form positive relationships and some are developing skills to work alongside their peers. For example, children demonstrate highly co-operative play as they take turns to pull each other on sledges in the snow and they enjoy snowball fights in good spirit as staff engage with children in free play. They are beginning to gain an awareness of diversity through activities and experiences they participate in. However, some children are not always encouraged to develop appropriate skills for the future to assist them in the transition to school.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	4
The capacity of the provision to maintain continuous improvement	4

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	4
The effectiveness with which the setting promotes equality and diversity	4
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	4
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	4
The extent to which children achieve and enjoy their learning	4
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	4
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	4

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## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- implement an effective system to ensure the suitability of any person caring for children, including obtaining an enhanced CRB check (Suitability of persons to care for, or be in regular contact with, children) 29/01/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory Childcare Register section of the report (Suitability of persons to care for, or be in regular contact with, children) 29/01/2010