

# Lilleshall Pre-School Playgroup

Inspection report for early years provision

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**Unique reference number**

208223

**Inspection date**

17/03/2010

**Inspector**

Mary Anne Henderson

**Setting address**

Lilleshall Pre-School Playgroup, Limekiln Lane, Lilleshall,  
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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**

Lilleshall Pre-School Playgroup was registered in 1970. It operates in a purpose built brick building, situated next to the school. The pre-school serves the local and surrounding areas. There is an enclosed outdoor play area.

The pre-school is registered on the Early Years Register. They are registered to care for a maximum of 26 children at any one time and are currently caring for 43 children from two to under five years old. Children attend for a variety of sessions throughout the week. The pre-school is also registered on the compulsory and voluntary parts of the Childcare register.

The pre-school is open Mondays to Fridays from 9.00am to 12.00pm and 12.30pm to 3.30pm during term times. The pre-school supports children with special educational needs and/or disabilities and those children who speak English as an additional language. There are six members of staff working with the children all of whom have a recognised early years qualifications. One member of staff is a qualified teacher. The setting receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The staff work closely together to ensure positive relationships are well fostered with parents and their children, however, systems to develop positive relationships with all other providers of the Early Years Foundation Stage are not yet fully effective. There are systems in place to evaluate the setting which includes input from management, staff and children, however, the systems do not yet fully include all parents. Risk assessment is thorough and includes all outings involving the children. The capacity to make further improvement on an ongoing basis is good.

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

To further improve the early years provision the registered person should:

- ensure all parents are fully included in the self-evaluation processes of the setting
- continue to develop partnerships with other providers of the Early Years Foundation Stage
- support children in feeling safe and secure through preparing them for changes that may occur in the routine, this specifically relates to the arrival of visitors.

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

The leadership and management of the nursery is good. Staff are warm and caring towards the children and they are knowledgeable and work hard to ensure good outcomes for all children on roll. Staff have begun to develop partnerships with other providers of the Early Years Foundation Stage to ensure inclusion, however, this does not yet include all providers of the Early Years Foundation Stage. The risk assessment procedures are good and keep children safe. The risk assessment procedures includes all areas and outings involving the children. The children are effectively safeguarded because all staff have a good understanding of the procedures to be followed. All staff are suitably checked and vetted.

The staff support children with special educational needs and/or disabilities and those children who speak English as an additional language. For example, they work closely with the parents and other professionals to ensure children's needs are identified and met. Equality of opportunity is fostered well by the staff because they ensure all children are fully included in the activities at all times. Systems in place to self-evaluate ensures input from the management, staff and the children. However, the systems do not yet fully include all parents. The capacity to make further improvement on an ongoing basis is strong. Embedding ambition is a key focus of the management to ensure continually good outcomes for the children.

Engagement with parents is good. The parents have free access to their child's learning and development files at all times which provides parents with information about their child's ongoing developmental progression. Daily verbal exchanges of information between the parents and the child's key worker ensures children's needs are continually identified and met. The parents have free access to the setting's policies and procedures at all times.

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

Children find out about their environment, identifying features and noticing the natural world. They enjoy local outings to places of interest. As they go on walks to the nearby Monument to talk about historical events, they also notice the changing seasons, how the leaves begin to grow back and they also look for various insects around them such as snails and spiders. Children also talk about the houses and buildings around the village. This is followed up with topics such as how other people live in other countries around the world. Children enjoy visiting Old Bens Pool where they look for fish and feed the ducks under close supervision of the staff. During the summertime, children enjoy a trip to Amerton Farm with their parents and the staff. Here they like to look at the various farm animals and talk about their habitats.

The children are beginning to recognise the importance of keeping healthy and those things that contribute to this. The staff provide excellent opportunities for the children to learn about healthy eating. This includes talking about the various

food groups such as proteins and carbohydrates and how they help them to have healthy bodies and grow strong. Children plant a broad range of vegetables in pots such as carrots, potatoes and tomatoes and care for them as they grow, harvesting them and cooking them to eat for snacks. They are also provided with an extensive range of fruits and vegetables for snack times and water is provided throughout the session. The staff provide an excellent range of opportunities for children to be physically active throughout the session. This includes daily access to indoor and outdoor play during child-initiated play times. Children also enjoy access to an extensive range of outdoor play equipment every day as they climb and balance, ride their trikes, kick balls and run around in the fresh air with their peers. The children enjoy planned physical exercise as they visit the nearby school. Here they enjoy movement to music and jumping and skipping activities. Children's awareness of good hygiene procedures is extended as they independently take themselves to the toilet, wash their hands afterwards and also before they eat. The children are beginning to have a good awareness of personal safety. They are all involved in regular fire evacuation procedures and they learn how to cross the road safely during outings and through stories and activities. Children show they feel safe as they smile and giggle with each other and the staff caring for them. They approach the staff for assistance with activities and when they need comfort. The staff are warm and caring with the children ensuring they meet their needs for feeling safe throughout the session. However, at times the staff do not always support older children in feeling safe and secure by preparing them for changes that may occur in the routine, this specifically relates to the arrival of visitors.

Children are beginning to use technology and information, communication technology to support their learning. They like to use the remote controlled toys to explore backward and forward movement around the pre-school floor. They also explore a range of computer programmes freely during child-initiated play times. Here they explore mathematical concepts such as matching, subtraction and adding one more. This also supports children's learning about shape, colour and other problem solving skills. Children further their problem solving skills as they build large and small constructions using large wooden or small plastic blocks to create towers and bridges. During baking activities the children enjoy weighing out ingredients looking at number and capacity as they bake biscuits and cakes for an occasional treat.

The children explore colour, texture, shape and form in two and three dimensions. They freely help themselves to a range of creative resources throughout the session. This includes using junk to make three dimensional models, cutters and rollers to mould the dough and mixing paints at the easel to make pictures. Children's art work and photographs are displayed in all areas of the pre-school which fully supports their sense of belonging and raises their self-esteem. The children have a high regard for one another and the staff that care for them. They are well behaved and listen and concentrate well during story and circle time in their groups.

The children are beginning to understand that people have different needs, views, cultures and beliefs. They play with a broad range of toys and resources that reflects positive images of diversity including dolls, dressing up clothes and small world people depicting various cultures and disabled people. They like having

visitors to the setting to extend their understanding of other cultures. This includes visitors that come in to talk to the children about Divvalli including what people eat and why they burn the Divvalli lamps. Children's learning is further extended as they make their own Divvalli lamps with clay, listen to stories and look through various reference books. Children explore a broad range of festivals around the calendar year. They eat noodles with chop sticks during Chinese New Year and they like to make St Davids day and St Patrick's day cards and pictures.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

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