

Shareshill Pre-School

Inspection report for early years provision

Unique reference number

218220

Inspection date

15/06/2010

Inspector

Mary Anne Henderson

Setting address

Shareshill Village Hall, Elms lane, Shareshill, Walsall,
Staffordshire, WV10 7JX

Telephone number

07739 960663

Email

Type of setting

Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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.

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Description of the setting

Shareshill Pre-School opened in 1970. It operates from the village hall in Shareshill in Staffordshire and serves the local and wider community. The pre-school is registered on the Early Years Register. They are registered to care for a maximum of 24 children at any one time and are currently caring for 41 children in the early years age range. The pre-school is also registered on the compulsory and voluntary parts of the Childcare Register. Children can attend for a variety of sessions. There is an outdoor play area for the children.

The pre-school is open Monday to Friday, from 9.00am until 12.00pm and 12.00pm to 3.00pm Tuesday and Thursday during term time only. The pre-school supports children with special educational needs and/or disabilities and those children who speak English as an additional language. There are seven members of staff including the supervisor working with the children, four of whom hold appropriate early years qualifications. Three members of staff are currently working towards a recognised early years qualification. The setting receives support from the local authority and they are members of the Pre-school Learning Alliance (PLA).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff and management work well together to ensure positive relationships are fully developed with the parents and their children. The staff liaise well with other providers of the Early Years Foundation Stage to ensure inclusion for all children on roll. All indoor and outdoor areas provide a good range of opportunities to extend children's learning and development. The systems in place to evaluate the setting are good and include the staff, committee members and the children. However, the parents are not yet fully included in these systems. The capacity to make further improvement is strong. Systems to ensure the children are safeguarded are sound, however, the systems do not ensure the risk assessments in place are fully documented and reviewed.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- maintain a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation).
- 29/06/2010

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

- ensure parents are fully included in the self-evaluation procedures of the

setting.

The effectiveness of leadership and management of the early years provision

The leadership and management of the nursery is good. Staff are knowledgeable and work well together as a team to foster positive relationships with the parents and their children. Staff also liaise closely with other providers of the Early Years Foundation Stage which ensures consistency for all children. The risk assessment systems include checking areas, equipment, toys and all outings involving the children. However, the procedures do not yet include the maintenance of records and review systems. Children are safeguarded because staff have undertaken child protection training and 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 well. 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 all routines and activities. The self-evaluation systems of the provision are good and include the staff, committee 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 and is a key focus of the staff and management to ensure good outcomes for all children on roll. Improvements made since the last inspection ensure children's welfare is well maintained.

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 person ensures children's needs are fully 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 are beginning to form good relationships with their peers and the adults around them. They are well behaved, enjoy responsibilities such as passing out the cups and plates during snack times and being involved in tidy-up time. The children have a high regard for their peers and the adults and they show a good sense of feeling safe as they freely approach the adults for assistance or comfort as they need it. Children are learning about the importance of personal safety as they learn to cross the road during outings. They are also all included in the fire evacuation procedures of the setting. The children enjoy having various visitors including police officers who come into the setting to talk to them about their personal safety.

Children find out about their environment, identifying features and noticing the natural world. They enjoy a good range of outings to places of interest including visiting Hollybush Garden Centre. Here the children look round at the plants and flowers and visit animals such as mice, birds and fish that live there. The staff encourage children's continued learning back at the setting as the children set up their own garden centre role play and plant bulbs and cress seeds. Children also enjoy local walks to the post office to post their letters and talk to the post mistress about her job. They also go on local walks to look for insects and notice the changing weather.

The children are beginning to recognise the importance of keeping healthy and those things that contribute to this. They talk about food that is healthy for them and the benefits of physical activity on their bodies. Children enjoy a range of fruits and toast for snack times. They know to wash their hands before eating and after visiting the toilet. Children are beginning to move with control and use a range of equipment to develop their physical skills. They enjoy playing competitive games with their peers such as indoor football and other bat and ball games. They also like to ride their trikes around the indoor areas.

Children are beginning to use information and communication technology to support their learning. They like to play with the table top computers using various programmes to explore problem solving such as addition, subtraction and colour and shape recognition. Children also explore problem solving as they build with construction resources and put together puzzles. The children like use the weighing scales and mix ingredients to bake biscuits and bread which they eat for snacks or take home to their families.

Children explore colour, texture, shape and form in two and three dimensions. They like to cut and mould the play dough using various tools and they make celebration cards using stars and glitter which they take home to their families. Children use their senses as they mix water and flour to make dough and run their fingers through the gloop.

The children are beginning to understand that people have different needs, views, cultures and beliefs. They enjoy playing with a broad range of resources that reflect positive images of diversity including Asian and Oriental dolls, small world people and story and reference books. Their resources and books also reflect positive images of disabled people. The children explore a variety of festivals around the calendar year. For example, during Chinese New Year they like to dress up and use chopsticks to eat noodles and they like to colour in pictures and listen to stories about the various animals that represent the Chinese New Year. Also, during Divali, the children enjoy having visitors to the setting to talk to them about the festival and encourage the children to taste various foods. The children also explore Easter and Christmas through stories and arts and crafts activities

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	3
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

Outcomes for children in the Early Years Foundation Stage	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	2
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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