

Shareshill Pre-School

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

Inspection date

12/11/2013

Previous inspection date

19/03/2013

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

4

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Children make good progress in all areas of their learning and development, supported by skilled and enthusiastic staff who understand the impact their teaching has on improving children's achievements.
- Partnerships with parents are strong and ensure that parents are fully aware of what and how their children achieve, becoming involved in sharing the learning and activities that occur at home.
- Children gain the necessary skills, knowledge and attributes to equip them for the next big steps in their early education, particularly their move to full time school, as independent and eager learners.
- There is a strong commitment to improve the preschool provision, engaging all parties in the evaluation and setting of ambitious targets and action plans, thereby improving the learning environment and care arrangements positively.

It is not yet outstanding because

- There is scope to extend the use of staff skills, such as sign language, to further support children's effective communication as spoken language develops.
- Opportunities to extend independent choice for some younger children are not yet fully explored, such as access to the wide selection of resources.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed practice in all areas of the preschool, indoors and outside.
 - The inspector spoke with the manager, staff and children throughout the inspection.
 - The inspector conducted a safety check of the premises.
- The inspector examined a selection of documentation, including staff files and
- records of suitability, children's admission and developmental records, policies and procedures.
 - The inspector took account of comments and views from parents spoken to on the day of inspection and from written information obtained by the preschool.

Inspector

Patricia Webb

Full report

Information about the setting

Shareshill Preschool was registered in 1970 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in the village hall in Shareshill, Staffordshire and is managed by Shareshill Playgroup Committee. The preschool serves the local area and is accessible to all children. It operates from the main hall and there is an enclosed area available for outdoor play.

The preschool employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3.

The preschool opens Monday to Friday, term time only. Sessions are from 9am until 12noon with additional sessions on Tuesdays and Thursdays from 12noon to 3pm. Wrap around sessions cover the lunchtime period. Children attend for a variety of sessions. There are currently 21 children attending who are in the early years age group. The preschool provides funded early education for two-, three- and four-year-old children. The preschool is a member of the Preschool Learning Alliance.

What the setting needs to do to improve further

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

- utilise staff skills in the use of sign language more frequently, thereby enhancing the strong development of children's communication as the acquisition of spoken language emerges
- support children's critical thinking and planning of their own experiences further by using strategies, such as offering a pictorial inventory of resources and equipment for them to browse through, in order to extend their independent learning.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The quality of teaching from the staff team in the preschool is very effective, supporting children in making good progress in all areas of their learning and development. Staff are enthusiastic, intuitive and knowledgeable about the learning and development requirement of the Early Years Foundation Stage. They deliver consistent practice, observing, assessing and planning effectively for each child's progress with a clear knowledge of the children's characters, needs and attitudes to learning. For example,

children's interests are harnessed to further their learning, such as using a child's involvement in construction and cars. Staff skilfully use open-ended questioning to promote critical thinking, asking children to compare sizes and colours of cars or encouraging them to consider how they will make the tower of bricks more stable. Staff use a tracking system to indicate at a glance, where any gaps may occur in children's learning and development. This also helps to identify any children where additional challenge and extension is required to maintain their interests and further their learning. The preschool has established effective partnerships with the relevant agencies and professionals to seek targeted support and guidance, in partnership with parents. This contributes to reassuring parents that no child will be left behind in their learning and development.

Children benefit from experiencing a rich language environment where staff talk and engage children in conversation throughout their play and activity. Staff give running commentaries as children engage and become absorbed in their learning. Skilful teaching extends children's thinking as, for example, they work with the playdough. Children create their shapes and use the cutters and tools with dexterity and care. As the play evolves, children make 'buns' and the member of staff picks up on this for extension. Children start to sing and re-enact the actions for 'five currant buns', taking turns, working out the 'pennies' with which to purchase their wares. This is taken further as children then recreate 'The Gingerbread man' story and repeat the familiar phrase of 'run, run as fast as you can...' with delight. Parents are fully involved in supporting their children's learning particularly regarding literacy and communication and language. They eagerly arrive with the 'story boxes' they have made with their children about the child's favourite story. The book is supported by various props, items and references to the story sourced and sorted by the children and their parents. Parents speak proudly of having attended the workshop offered by the manager, to explain the objectives behind such an activity and the wealth of learning that evolves for the children. It also encourages the sharing of books and stories at home, enhancing children's literacy development. They receive more detailed information about their child's progress and comment on how helpful the daily diaries and weekly progress report books are in sharing children's success at home.

While there are no children attending at present with special educational need and/or disabilities, or children from families where English as an additional language, the use of pictures to illustrate routines and timetables assists in all children settling effectively. While staff have done some training in the use of Makaton sign language, this is not being used to its full advantage to support children where spoken language may be still emerging or delayed. Staff have supported children from various backgrounds including travelling families. They ensure that resources on offer represents all children's backgrounds, family structures and cultures. They learn about the differences in society as they visit local venues, such as the church, and learn about other cultures. Children recall the story of Sita and Rama, from their investigations about Diwali and have tried foods from varying cuisines. Children are also excitedly preparing for their activity at the end of the week when they are dressing-up in spotty clothing to raise funds for an national telethon charity. Staff use such events to raise children's understanding of the differing needs of those other than themselves.

Mathematical concepts are woven into the activities as staff plan effectively for this aspect.

Cookery activities enhance children's understanding of weighing, measuring and noticing the changes to wet and dry ingredients. Children also match the names and pictures of ingredients on cards to the actual items, ticking off the recipe as they go. They use technology toys and equipment with care and skill. They take photographs of their wonderful art and craft creations so that a record is kept of their work in the development folders. The original work is taken home to be shown to the family. This also promotes a strong sense of pride in their work as staff value and respect their efforts and achievements. For the most part, children develop their independence and make choices about their learning. They choose from the selection of resources made available daily by the staff, referring to the pictures and signs on the various store boxes. Staff have not yet considered how to extend this, such as making a pictorial inventory, to further enhance children's self-choice from the wide range of resources and equipment in the storage, given that this is a 'pack away' preschool.

The contribution of the early years provision to the well-being of children

Children are settled and relaxed in the preschool, relating very positively to their familiar key persons. They seek them out of reassurance and support such as when a child spills a drink of water and is comforted and changed with little fuss. This promotes children's sense of emotional security and helps the for close bonds with adults and other children. Parents cite their attendance at the parent and toddler group that operates one morning during the week, for sharing that children become familiar with the premises, adults and routines in preparation for starting their preschool placement. Some older children show great empathy and concern for others, engaging them in their play and checking that they are alright. They also support children's understanding of following good hygiene as they remind younger children about washing their hands before snack time. 'Germs on your hands will give you a poorly tummy'. This is a result of the routines in place which staff implement diligently.

Healthy and nutritious snacks are offered with many parents donating fresh fruit to support health eating. Children gain an awareness of healthy diets and lifestyles. Following a recent blackberry-picking session, children made their own crumbles, learning about where their food comes from. Children tuck in to their favourite toast, and use tongs to serve their fresh fruit and vegetables on their plates. They dispose of their waste with care, developing independence and responsibility for their actions, promoting skills for their future learning and development, particularly in full time school. They enjoy active play indoors and outside regularly. They have also engaged in some forest school style activities at a nearby site and the manager is keen to extend this level of experience to develop children's exploration and investigation of their environment. Children climb and clamber up the static equipment and scramble through the tunnel, giggling as they 'frighten' the adult as they emerge at the other end. Children also learn to follow safety guidance as they don high visibility jackets when waling out and about in the village. Particular attention is given to road safety due to limited pavements in the area. Staff hold current first aid qualifications and manage minor accidents and injuries with care and attention. Parents are fully informed of any such incidents and sign the records to confirm this, meaning that they are fully aware of matters affecting their children's health and

welfare.

Children's behaviour is managed effectively. Staff have undertaken recent training to extend their skills in encouraging children to make better choices about their behaviour. They learn to consider the consequences of their actions on others as staff ask children to think about how others will feel. They refer to the facial expression displayed and children stop and think about their actions. The introduction of 'star of the week' has improved children's awareness of behaviour. They strive to achieve and share their success with their families and the other children. Parents express their appreciation of this strategy as some of the implement a similar policy at home. This creates consistency and a shared approach, particularly if a child's behaviour may give cause for concern.

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

Following the previous inspection, the manager and the committee have worked tirelessly to bring about rapid and effective improvement in the setting. A detailed action plan was drafted and management and staff have worked with early years advisors from the local authority to raise standards and promote all aspects of the Statutory framework for the Early Years Foundation Stage. This contributes to children being safe, secure and nurtured in the setting.

Safeguarding arrangements are effective in assuring parents of their children's safety and well-being. The main front door has been made very secure with the addition of a loud alarm system should the door be opened inadvertently. The chances of such an incident have been significantly minimised by the increased attention given to risk assessment and security. Diligent supervision by staff ensures that any entry and exit is closely monitored and all visitors are challenged and their identity verified. Staff make each other aware should they need to leave the main room to complete additional duties such as toileting and snack preparations. This promotes children's safety effectively as staff are aware of their own and each other's roles and responsibilities. Further rigorous risk assessments are carried out daily by staff to identify and minimise hazards for activities inside, outdoors and off site. The manager also seeks further information from some commercial venues before any such visits are undertaken to further ensure children's safety. Assessments done during the morning, for example, reveal that the wooden bridge construction is slippery due to the wet weather and activities are adapted to minimise the risk of children stumbling.

All staff have attended suitable safeguarding training and are fully aware of the action to take should they have any child protection concerns about a child in the setting. The manager is a confident leader and is aware of sharing relevant information, where necessary, with specific agencies in order to fully protect children. The committee has stringent systems in place to ensure the suitability of all staff in the setting and the serving officers. Detailed records are maintained to demonstrate the vetting procedures and safe recruitment procedures are followed to ensure that all staff are suitably qualified and experienced to work with children. This is reviewed regularly at appraisals when staff are

reminded about the impact their personal conduct may have with regard to their professional roles. This further assures children's safety and welfare.

Staffing arrangements have been reviewed since the last inspection. The manager is now undertaking and recording staff supervision and appraisals more formally in order to clearly note staff strengths and identify possible training needs. This encourages staff to improve their practice and share their knowledge and qualifications to improve the teaching and learning that takes place for the children. Staff have attended in-depth training in observation and assessment, behaviour management and speech and language assessment, furthering their skills and passions within the early years field. The manager is able to identify where some staff benefit from reassurance of their skills and abilities and one member of staff is being supported in working towards a suitable qualification. The committee has now appointed a named deputy to take the lead role in the absence of the manager, ensuring that all staff and parents are fully aware of individual roles and responsibilities. This promotes improved communication and the smoother operation of the provision.

Self-evaluation has been highly instrumental in identifying key strengths and weaknesses within the practice. The manager and her staff team have used the last inspection report and the recent evaluation criteria documentation available on the Ofsted website to frame the current assessment of practice. The views of parents and the children have been sought to bring about improvement and ensure that children make good progress in all aspects of their early care and educational experiences. Parents comment very favourably about the provision, noting the improvements they have seen. They express deep satisfaction at being more actively involved in their children's learning and development and share their progress with the extended family when they take home the daily and weekly progress books. The manager has also sought feedback from the main feeder school that the majority of children progress to, in order to assess the accuracy of the assessments and the quality of teaching. Initial reports indicate that it has been noted that children from the preschool tend to be much more 'ready' for the rigours of full time school, exhibiting independence, motivation and an eagerness to learn.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	218220
Local authority	Staffordshire
Inspection number	917699
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	24
Number of children on roll	21
Name of provider	Shareshill Playgroup Committee
Date of previous inspection	19/03/2013
Telephone number	07739 960663

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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