

Lilleshall Pre-School

Limekiln Lane, Lilleshall, NEWPORT, Shropshire, TF10 9EY

Inspection date

03/11/2014

Previous inspection date

22/05/2014

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

- The quality of teaching is good. Children's individual learning is effectively supported by staff that observe and assess children's capabilities and plan effectively for their future learning. As a result, children make good progress and are well prepared for school.
- Safeguarding is given high priority. Staff are very aware of safeguarding requirements which means children are safeguarded well and procedures are understood and implemented consistently.
- Children are happy, settled and have good emotional attachments to their key person and other staff.
- Children benefit from the effective partnerships that exist between their child's key person and their parents. Information is regularly shared about their progress and how their learning can be extended at home.

It is not yet outstanding because

- Staff do not always encourage parents to share detailed information about their child's capabilities and achievements when they first start at the pre-school.
- Staff do not always exploit opportunities for children to further develop their mathematical learning. For example, supporting children to count for a purpose and use mathematical vocabulary in their daily routines.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children in their play inside the pre-school and in the outdoor learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with staff, the manager and the chairperson of the committee.
- The inspector looked at a selection of children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the pre-school's self-evaluation form and action plans.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Carole Price

Full report

Information about the setting

Lilleshall Pre-School opened in 1970 and is managed by a committee. It operates from a purpose built brick building, situated next to the school in Lilleshall, Newport. The pre-school serves the immediate locality and also the surrounding areas. The pre-school opens five days a week from 9am until 3pm, term time only. Children attend for a variety of sessions. Children have access to an enclosed outdoor play area. There are currently 27 children in the early years age range. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children. There are currently four staff working directly with the children, all of whom have an appropriate early years qualification. Three of the staff have appropriate qualifications at level 3 and one member of staff is qualified at level 6. The pre-school receives support from the local authority and is a member of the Pre-School Learning Alliance. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- focus more precisely on gathering information from parents about their child's prior achievements and capabilities in order to inform their starting points for learning
- support children's mathematical learning further, for example, during daily routines by counting for a purpose and using appropriate mathematical vocabulary, such as more and less.

Inspection judgements

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

Children throughout the pre-school benefit from a good quality educational programme that effectively promotes their learning in all areas. The quality of teaching is good and ensures children learn through a developmentally appropriate balance of both child-initiated play and targeted adult-led experiences. Specific individual learning intentions are clearly identified; as a result, children achieve well and make good progress. Staff consider children's individual needs appropriately and plan for these accordingly. For example, younger children participate in songs and stories using puppets whilst the older children learn different letter sounds. Staff have high expectations for all children; they provide a wide range of interesting and challenging experiences and high levels of support. Consequently, all children make good progress given their starting points and are acquiring the skills, attitudes and dispositions they need to be ready for school.

Children's communication and language development is given a high priority as staff

regularly monitor and review children's progress. Consequently, speech and language difficulties are quickly identified and tackled early to ensure children get the support they need. Small group activities and one-to-one support are well used to develop children's listening skills, and their understanding and speech. This means children are making good progress in their communication and language development, given their starting points. Staff continuously extend children's vocabulary as they play, for example, discussing their collage pictures and which materials they are using. Children are encouraged to think critically and explore possible solutions. For example, children consider how they will stick different materials to their paper and which will work best. Staff use number rhymes and songs to promote early mathematical skills, such as, counting for younger children. However, staff do not always fully promote the teaching of mathematical concepts with older children, such as, counting for a purpose at meal times and using appropriate words like 'more' or 'less'.

Individual staff members know what their key children can do and what they need to do to support their development further. They indicate on weekly written planning sheets how adult-led activities and interaction will support individual children's needs in relation to their interests. This ensures provision is consistently tailored to the needs of individuals. Staff keep learning journey records to follow individual interests and monitor the children's progress using a development tracker. Parents are encouraged to share details of their child's interests at admission although they do not share or discuss their child's prior achievements or capabilities in detail. This means that children's starting points in their learning and development are only based upon observations carried out at the pre-school. Staff do keep parents well informed about their child's progress, including the progress check for children aged between two and three years. Furthermore, staff provide ideas for parents to extend their child's learning at home which promotes continuity of their learning.

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

Children's emotional well-being is effectively promoted throughout the pre-school. A key person system ensures all children benefit from strong attachments, this provides a strong foundation for their general well-being. The caring and supportive environment helps children feel safe and secure. Settling-in sessions are used to build relationships with parents who are encouraged to share details of their child's individual care needs and routines. Consequently, staff know individual children well and children benefit from consistent care. Relationships are a key strength and the team work in harmony to ensure continuity of care throughout the pre-school. Staff work effectively to meet the individual and group needs of the children in their care. They are positive role models, and led by the management team, they cultivate a caring, supportive and respectful culture. Consequently, all children who attend the setting are valued as individuals. Children of all ages display a strong sense of belonging and confidently explore a well presented and accessible learning environment. Children's personal, social and emotional development is well fostered. This promotes their confidence and their enthusiasm for learning, which helps ensure children are well-prepared for their move into school. Children are well supported by staff who help them achieve personal independence. All children are encouraged to find their own named place mat, pour their own drinks, use the toilet

themselves and put on their coats before playing outside.

Effective, developmentally appropriate behaviour management strategies and positive reinforcement are consistently implemented throughout the pre-school. Consequently, children are learning the importance of socially acceptable behaviour. They listen and respond positively to simple explanations and older children are encouraged to reflect and consider the consequences of their own behaviour. As a result, children are learning to cooperate as they take turns and share resources with their peers. Meaningful explanations help raise children's awareness of how they can keep themselves safe. For example, when riding the bikes outside or accessing the climbing equipment.

Children's physical health and well-being is very well promoted by staff who encourage active living. Staff discuss which foods are healthy with children and reasons why they would eat them. Parents provide packed lunches for children which are stored appropriately. Children have regular access to fresh drinking water and are provided with milk at meal times. The outdoor learning environment provides valuable opportunities for children to learn in different ways and to extend their learning in other areas while being physically active. For example, children paint with water and paintbrushes to promote their physical development and for making marks. Children also have weekly sessions when they access a nearby wooded area and use pots and pans in the mud kitchen. They also gather leaves and sticks which they use for their creative pictures or to make different constructions, such as, an animal home. These opportunities complement and further extend children's learning. As a result, children are highly motivated by the outdoor play area and are eager to play outdoors in all weathers.

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

The management team have established effective systems to ensure both the safeguarding and welfare and the learning and development requirements are well known and effectively met. They review these continuously. The management team work closely with the committee to ensure that the pre-school is continually improving and strive to provide an outstanding provision. Following the last inspection a monitoring visit was conducted, this was to ensure the pre-school had taken appropriate steps to improve upon actions set, such as, ensuring that records were easily accessible and available to demonstrate the suitability of committee members, including Disclosure and Barring Service checks. The improvements made since the last inspection have been prompt and effective. Arrangements for safeguarding children within the pre-school are very good. Induction procedures, clear policies and regular training ensure that all staff have a secure knowledge and understanding of safeguarding issues. Consequently, staff are well informed about the possible indicators of abuse and are able to implement appropriate procedures if they are worried a child is being abused. There is also information displayed and shared with parents so they are also aware of the safeguarding policies and procedures. Rigorous vetting and recruitment procedures ensure staff are suitable to work with young children. Regular checks and close supervision helps ensure staff's continued suitability to work with young children. Staff are fully aware of the importance of raising any concerns about staff practice and have excellent opportunities to do so. Risk

assessments are completed and appropriate action is taken to minimise identified hazards, this helps ensure children's safety within the pre-school.

The pre-school has acted upon the previous action by monitoring staff performance through regular peer observations. These are carried out by the management team, committee members and also local authority advisors. The pre-school has robust and effective systems to monitor and manage staff performance and a programme of professional development to further improve staff practice. Information from the observations contribute to annual appraisals, which are also used by the management team identify future training needs. Staff access regular training or development opportunities to further improve their knowledge, understanding and practice. The management team and committee regularly review the curriculum and reflect upon how it can be improved. Following the last inspection, routines have been changed to ensure that younger children have appropriate activities whilst also considering the needs of older children. There are systems in place to monitor the quality of the educational programme, the implementation of planned learning and its impact on children's progress. This ensures any gaps in the educational programme are identified and addressed and any children falling behind their peers, or below their expected achievements are quickly identified. Consequently, all children benefit from an excellent range of activities and experiences, which help them make good progress towards the early learning goals given their starting points.

Self-evaluation is effectively used to identify priorities for improvement that are used to set future targets. The management team welcome feedback from parents and staff to further improve the pre-school. Partnerships with parents, external agencies and where appropriate other providers make a strong contribution to meeting children's individual needs. Parents spoken to during the inspection are very happy with the care their children receive. They state their children enjoy coming to the pre-school and comment upon how the staff share information about their child's progress. Staff throughout the pre-school create an environment that is welcoming, safe and stimulating where children enjoy their learning and grow in confidence. This means every child receives a happy and enjoyable experience that prepares them well for school or the next stage in their learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	208223
Local authority	Telford & Wrekin
Inspection number	977900
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	27
Name of provider	Lilleshall Pre-School Playgroup Committee
Date of previous inspection	22/05/2014
Telephone number	01952 604809

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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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