

Shareshill Pre-School

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



Inspection date

11 October 2016

Previous inspection date

12 November 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff are warm and caring and engage well with the children in their care, fostering each child's strong emotional attachments within the provision. This helps children to settle in quickly and begin to develop strong friendships with others around them.
- Staff have developed strong relationships with parents. They help to support parents in continuing their child's learning at home by regularly sharing the next steps in their child's learning. Staff also provide daily feedback about what their child has enjoyed learning about during the session. As a result, outcomes for children are good.
- Staff develop effective partnerships with parents, other providers and the local schools that children attend. They exchange important information with other providers about the individual child's care and learning needs. This helps to make sure there is consistency and continuity for all children on roll.
- Children's interest in the world around them is supported well by the staff. Children find out about life on the farm as they watch the tractors ploughing up the fields to plant and harvest their crops. Children visit the local shops to buy ingredients for their cooking activities, learning about money as they pay for their shopping.

It is not yet outstanding because:

- Staff do not consistently find out what parents already know about their child's learning and development when they first start.
- Staff do not provide enough opportunities for children to develop their everyday understanding of technology.

What the setting needs to do to improve further

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

- strengthen partnerships with parents and support them more effectively to share what they know about their child's achievements when children first join the setting and use this information to improve initial assessments of their learning
- provide children with more opportunities to experience and learn about everyday technology.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the provision.
- The inspector spoke to a selection of staff during the inspection.
- The inspector spoke to a selection of parents and received some written comments during the inspection and took account of their views.

Inspector

Mary Henderson

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and her staff regularly review the child protection policy and procedure. This helps them to be aware of what to do and who to contact should they need to. Staff make sure that all areas of the provision are vigilantly checked throughout the day to keep all children safe and well. All members of staff, the committee, parents and children are meaningfully included in the self-evaluation processes of the provision. This helps to identify areas for further improvement that will benefit all children on roll. The manager makes sure all staff are provided with confidential meetings where they can talk about anything that may concern them. This also provides time for staff to talk about any training needs they may have. The manager regularly monitors the educational programmes, ensuring that children are progressing well across all areas of their learning and development.

Quality of teaching, learning and assessment is good

Staff provide a range of interesting and challenging opportunities that promotes children's learning. Older children play board games that encourage their learning about number, shape and size. This helps them to understand concepts, such as big or small, and to estimate how many objects they have in front of them. Staff encourage younger children's exploration of shape, colour and size as they investigate the dough using their hands and tools as they make their own creations. This, and exploring the sand tray and water play, helps to foster younger children's growing awareness of mathematical concepts. Children learn about the world beyond their immediate environment as they investigate where oranges, apples and pineapples come from. Staff encourage children's imagination and investigation as they join in with their play. During such times, staff use demonstration and a range of questioning techniques, encouraging children to think about what may happen next. Staff encourage children's confidence through praise and a developing 'can do' attitude to their learning, further supporting children's readiness for starting school.

Personal development, behaviour and welfare are good

Staff provide children with choices of healthy fruits and breads for snack times. Children spend time outdoors in the fresh air every day. They engage in exercise routines that support them to become aware of how this helps them to have a strong heart. Children take manageable risks in their play using equipment in the outdoor areas and through visits to the local park. This helps children to build on their awareness of the importance of living a healthy lifestyle.

Outcomes for children are good

Children's independence and attitude to sharing and taking turns is well promoted by staff. Their creativity is effectively fostered through free access to role play equipment, paints, and gluing and sticking resources throughout the session. All children, including those in receipt of funding, make good progress in their learning and development.

Setting details

Unique reference number	218220
Local authority	Staffordshire
Inspection number	1063702
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 5
Total number of places	24
Number of children on roll	15
Name of registered person	Shareshill Playgroup Committee
Registered person unique reference number	RP520115
Date of previous inspection	12 November 2013
Telephone number	07967466074

Shareshill Pre-School was registered in 1970. The pre-school employs four members of childcare staff, all of whom hold an appropriate early years qualification at level 3. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am until midday on Mondays, Wednesdays and Fridays. Sessions on Tuesdays and Thursdays are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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