

# Inspection of Shareshill Pre-School

Shareshill Pre-School, Elms Lane, Shareshill, Wolverhampton WV10 7JX

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Inspection date: 9 June 2022

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<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children happily separate from their parents and are excited to be at the pre-school. They are greeted warmly by the professional staff and manager. Children develop close attachments to staff and their key person, which helps children to feel safe and secure. Children quickly become engaged in their play. They confidently explore the resources and activities and make independent choices on the direction of their play. Staff provide an abundance of praise and encouragement, which helps to build children's self-esteem.

Children make good progress from their starting points. They learn through an effective balance of adult-led activities and child-initiated play. For example, children have fun helping to make biscuits. They follow the recipe and measure out the different ingredients using weighing scales. Staff introduce mathematical concepts, such as heavy and light. Children delight in cracking eggs into the bowl and talk about how the mixture has changed consistency as they mix the ingredients together with a spoon.

Children have daily opportunities to play and exercise in the fresh air. They develop their physical skills as they skilfully navigate climbing apparatus using their coordination and balance. Staff use props, such as an egg timer, to help children to understand the concept of taking turns and sharing when riding the bikes.

## **What does the early years setting do well and what does it need to do better?**

- The manager and staff work well together as a team. They are dedicated and genuinely care about the children and providing them with the best start in life. The manager supports staff in their professional development and observes their practice to identify any training needs or coaching. Staff say that they feel valued and love their work.
- The manager recognises the impact of the pandemic on some children's communication and language as well as their independence skills. The manager and staff have identified and implemented effective strategies to support children to catch up and to make continued progress.
- Staff use the curriculum to plan different opportunities for children, which link effectively to topics that children are learning about. For example, to extend children's understanding of different transport and travelling, they take them on bus journeys in the local community.
- Staff provide opportunities for children to develop an awareness of diversity and the wider world. For example, children learn about different cultures, festivals and traditions. They learn about where they live and enjoy visiting the local church.
- Children develop good independence and self-care skills. They help to clean the

tables in preparation for snack time and wash their hands before eating. Children pour their own drinks and serve themselves healthy snacks. However, staff miss opportunities to engage children in conversations about what they are eating and the importance of making healthy food choices and leading a healthy lifestyle.

- Children enjoy taking part in group activities, such as circle time. Staff interact well with children and use effective questioning techniques to encourage them to express themselves and widen their vocabulary. Children enthusiastically join in with singing and action songs and listen intently during story time sessions. However, children have limited access to books and stories to encourage them to develop a love of books to further support their early literacy skills.
- Children have opportunities to mark make and develop the fine motor skills they need for early writing. Staff weave counting into children's play and give children time to develop their thinking and their problem-solving skills.
- The manager and staff have established positive parent partnerships. They communicate daily with parents and keep them informed about the progress their children make. Staff provide parents with ideas on how to support children's continuity in learning at home. Parents' written testimonials demonstrate the high regard they have for staff and the service they provide. They say that their children are cherished and love attending the pre-school.
- The manager has established close links with staff from the local primary school. Children visit the school before they start and meet the Reception class teachers. This helps children to become familiar with their new learning environment and aids smooth transitions for those children moving on to full-time school.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are very clear about their role in protecting children. They demonstrate a secure knowledge of the procedures to follow in the event of a concern about a child's welfare. Staff are confident in the action to take if they have any concerns relating to the conduct of adults in the setting. Safe recruitment procedures and checks on the ongoing suitability of staff are implemented well. The premises are secure and staff supervise children well at all times. All staff hold paediatric first-aid certificates. Risk assessments keep children safe from harm and protect them from potential hazards.

## What does the setting need to do to improve?

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

- promote consistent messages to children about the importance of healthy eating, to further develop their knowledge about healthy lifestyles

- review the organisation of books to encourage children's independent use and enjoyment of books and stories, to further support their literacy development.

## Setting details

<b>Unique reference number</b>	218220
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10234339
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	14
<b>Name of registered person</b>	Shareshill Playgroup Committee
<b>Registered person unique reference number</b>	RP520115
<b>Telephone number</b>	07967466074
<b>Date of previous inspection</b>	11 October 2016

## Information about this early years setting

Shareshill Pre-School registered in 1970. The pre-school employs three 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 3pm on Mondays, Tuesdays, Thursdays and Fridays. Sessions on Wednesdays are from 9am until midday. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Angela Hulme

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together to look at how the curriculum is planned to meet children's needs and development.
- A meeting was held between the inspector and the manager to discuss leadership and management arrangements.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector looked at relevant documentation and checked the evidence of the suitability of the staff working in the nursery.

We carried out this inspection 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.

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