

# Inspection of Lilleshall Preschool

Limekiln Lane, Lilleshall, Newport, Shropshire TF10 9EY

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Inspection date: 28 June 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Good

## What is it like to attend this early years setting?

### The provision is good

Children attending the pre-school show that they are happy and cared for. They arrive confidently and are immersed in engaging activities. Children settle well with the support of the dedicated team of staff. Staff take their time to get to know each child and their family. Parents send in family photographs so that staff can make each child a unique book all about themselves and their families. Children behave very well and understand the pre-school routines. For instance, when they hear a child tipping the rainmaker, they immediately gather into groups for registration. Staff are exceptionally positive role models. They expertly model positive behaviours, manners and kind words. Children are very caring towards one another. They notice if another child is struggling to balance independently and are eager to hold their hand to help them gain confidence.

Children benefit from lots of opportunities to learn important life skills. For example, staff invite children to bake bread. Children understand that they need to wash their hands with soap and water before taking part. They work cooperatively with their friends to pour and mix the ingredients. Staff talk to children about the importance of yeast when baking bread and allow them to explore how it smells. Later, children are shown the end product and excitedly eat it at snack time.

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

- The manager and staff have created a stimulating curriculum that focuses on children's interests and experiences. Young children display interest as they explore coloured ice containing minibeasts. They use rich language to talk about the temperature of the ice and explore different tools in an attempt to reach the spiders and caterpillars inside. Staff prioritise speech and language development and continually build on children's vocabulary. This helps children to make good progress in their learning.
- Children engage in imaginative play as they work cooperatively to make a pirate ship. Staff facilitate children's play by expanding on their interests and providing a variety of resources that they can explore. Children express delight in making cannons out of cardboard tubes and comment that they are sailing to London. Staff inspire children to investigate and try different strategies to connect items to their ship. Children are confident to test out their ideas and show pride in their achievements.
- Staff teach children to love and take care of the environment. Children grow vegetables such as potatoes, carrots and beans. They observe the growth of tadpoles as they slowly turn into frogs. During small-group times, children listen attentively to stories about caring for our oceans. They take turns to talk about their experiences of pollution and the importance of recycling and putting rubbish into a bin. Children delight in opportunities to go litter picking in their

local area.

- Partnerships with parents are strong. Parents speak very highly of the staff and the experiences they facilitate for the children at pre-school. For instance, they are grateful for staff's influence in teaching their children about how to keep themselves safe outside of the setting. Staff meet regularly with parents to discuss children's development and support secure transitions as children move into the next group.
- The manager and staff work very closely with the local school. Children take part in weekly physical activities in the school hall. They learn to be independent by changing into their sports clothes by themselves. Children learn to manage their own toileting needs with the support of staff. This helps children to develop great confidence and independence so that they are ready for the next stage in their education.
- The manager conducts regular supervision meetings with staff to discuss their progress or any concerns they may have. Staff receive opportunities to carry out additional training. For instance, staff attend training to support children's communication and language development. This helps them to identify children's individual learning needs. Staff speak highly of the well-being support they receive and the caring team spirit. However, the manager does not yet maximise all opportunities to reflect on staff's practice to elevate staff's good teaching skills to an even higher level.

## Safeguarding

The arrangements for safeguarding are effective.

The pre-school committee and manager have robust recruitment procedures in place to ensure that only suitable people are employed to work with children. The manager routinely checks the ongoing suitability of staff via the Disclosure and Barring Service (DBS) update service. The manager and staff have a strong understanding of their safeguarding responsibilities. They confidently describe the signs and symptoms of abuse and know what to do if they have concerns about the welfare of a child. Thorough risk assessments are carried out daily by the staff. There are robust systems in place to review accidents or injuries.

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

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

- maximise all opportunities to evaluate staff's practice more precisely to elevate their teaching skills to an even higher level.

## Setting details

<b>Unique reference number</b>	208223
<b>Local authority</b>	Telford & Wrekin
<b>Inspection number</b>	10289567
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary 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>	26
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	Lilleshall Pre-School Playgroup Committee
<b>Registered person unique reference number</b>	RP908622
<b>Telephone number</b>	01952 604809
<b>Date of previous inspection</b>	29 November 2017

## Information about this early years setting

Lilleshall Preschool registered in 1970. The pre-school operates five days a week, from 9am until 3.15pm, during term time. There are six members of staff employed who work directly with children, who all hold approved early years qualifications at level 2 and above. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Ali Myers

## 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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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