

St Oswalds Pre School Group

Inspection report for early years provision

Unique reference number	EY370158
Inspection date	09/10/2008
Inspector	Rachel Wyatt
Setting address	Rubery Community & Leisure Centre, Holywell Lane, Rubery, Birmingham, B45 9AD
Telephone number	0121 4537716
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

St Oswald's Pre-School Group opened in 1970 and was re-registered in 2008. It operates from one room of a community and leisure centre in Rubery, North Worcestershire. The room and associated facilities are all on one level, including ramp access to the building. Children use an enclosed outdoor play area and have opportunities to explore the adjacent grounds.

A maximum of 24 children may attend the setting at any one time. There are currently 21 children attending who are within the Early Years Foundation Stage (EYFS). Of these eight children receive funding for early years provision. The group opens on three mornings from Tuesday to Thursday during school term times. Sessions are from 09:00 until 12:00. Children attend for a variety of sessions. The setting has procedures to support children with learning difficulties and/or disabilities and those who speak English as an additional language.

Four staff work with the children. Half of the staff have early years qualifications to National Vocational Qualification level 3. One member of staff is currently working towards a recognised qualification. The setting receives support from the local authority. A parent and toddler group meets at the premises on a Tuesday afternoon.

Overall effectiveness of the early years provision

Children's welfare needs are not fully safeguarded. Ratios are not consistently met at the start of some sessions and there are omissions to required records and procedures which compromise children's health and welfare. The group lacks an overview of its strengths and weaknesses, and some evaluation procedures are haphazard. These inhibit the clear identification of priorities for improvement. However, in some respects the setting demonstrates a capacity to improve as staff attend regular training and good practice sessions, and parents are encouraged to give their views about the effectiveness of the provision. Children and families are warmly welcomed. Children are reassured and settle quickly and benefit from the opportunities given to their parents and carers to contribute to activities and events. Children's individual care needs are understood and met. However, the setting is not always fully inclusive because some activities are organised in such a way that precludes some children from taking part.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- obtain information from parents about who has legal contact with a child and who has parental responsibility 23/10/2008

for the child (Safeguarding and promoting children's welfare)

- make available to parents a written statement that provides details of the procedure to be followed if they have a complaint (Safeguarding and promoting children's welfare) 23/10/2008
- request written permission from parents for seeking emergency medical advice or treatment and ensure this information is accessible (Promoting good health) 23/10/2008
- ensure that the requirements for adult: child ratios are met at all times (Suitable people). 09/10/2008

To improve the early years provision the registered person should:

- improve the organisation of the setting to include effective procedures to evaluate the provision and to identify areas for improvement
- improve the organisation and management of activities in order to ensure every child is included
- improve the organisation and management of activities in order to better support children's understanding of how things work and how everyday technology is used, and to enable them to more effectively use information and communication technology and programmable toys to support their learning
- improve assessment to ensure it is an integral part of the planning and organisation of activities in order to promote children's learning and development at their pace, including providing appropriate challenges for more able children.

The leadership and management of the early years provision

There are limitations to the setting's systems for monitoring and evaluating the effectiveness of the provision. The setting tends to be reactive rather than proactive. For example, the format for recording children's details has been updated to include required information on parental responsibility and who has legal contact with a child but no action has been taken to ensure this information is obtained for all the children currently attending the group. Children's health is not fully safeguarded because although the setting has initiated a system for obtaining parents' consent to their child receiving medical advice and treatment in an emergency, this information is not readily available for the majority of children. The setting's operational plan offers useful guidance on how the setting is managed and organised, but in practice children are not safeguarded at the start of sessions because there is no system for ensuring sufficient adults are present to ensure ratios are consistently met at that time. Policies are being reviewed and updated but a required complaints procedure is not available for parents and staff to refer to in the event of anyone having a concern, although parents have information on how to contact Ofsted.

In other respects children benefit from the support of staff who are kind, caring

and interested in them. The role of the key person has been effectively explained to parents and children are reassured by contact with their designated member of staff as well as with the other adults. The setting's improved recruitment and staff development procedures ensure that adults' suitability is confirmed, and training needs are identified and regularly followed up. Staff confidently carry out their roles, including their designated responsibilities, for example, in child protection. They ensure the premises are clean, safe and secure, including completing an annual risk assessment and carrying out daily safety and hygiene checks.

There are successful partnerships with parents and carers who are warmly welcomed in the setting. Families often contribute to events or activities such as bringing in a pet to show the children. Their comments and evaluations demonstrate a high regard for the staff and the provision.

The quality and standards of the early years provision

Children settle quickly on arrival to the pre-school, responding to the adults' warm welcome. Children soon join in one of a selection of generally well equipped activities set out by the adults. Good use is made of nearby grounds and woodland to foster children's appreciation of the weather and other features of their environment. Topics also promote children's awareness of aspects of the wider community such as the current one on 'People who help us'.

Children's interest and involvement is often sustained especially where they can actively explore materials such as water, dough and creative resources and when an adult takes part. For example, children love well-told stories and songs because staff make these fun and everyone is encouraged to join in. Children eagerly participate in physical activities with staff ensuring their safety and giving some guidance so they manage different apparatus with increasing skill. However, some whole group discussions are less successful when staff are engaged in other tasks and are unavailable to consistently support those children who need help to enable them to listen attentively or to join in discussions.

Weaknesses in assessment, planning and the organisation of some activities mean that children's interests and varying levels of ability are not always fully supported or extended. Parents' views are sought about their child's skills and interests but observation and assessment of children's progress is haphazard. As a result the next steps for children's learning are not clearly identified or reflected in planning, and older and more able children in particular lack challenges to further develop their reasoning and problem solving, emergent writing, physical competence and appreciation of how things work and react.

Staff are keen to provide varied imaginative experiences at each session. However, children do not always get the most out of the different role play scenarios if an adult is not involved to help them to play purposefully and to understand how resources can be used to reflect real life experiences and to promote life skills. In particular, children have a limited understanding of information technology and how this can support their learning, although the setting has a good range of pretend or programmable toys and access to a camera and sound equipment.

Children are looked after in a clean, safe and secure environment. They are encouraged to use equipment and toys correctly and safely. Children contribute to safety by helping to tidy away toys. Staff promote an atmosphere where good relationships are important, fostering children's playing together, sharing and taking turns. Children's awareness of aspects of a healthy lifestyle, including good hygiene and eating healthily are fostered during routines, snack times and opportunities to help themselves to drinks of water.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Inadequate
How well does the provision promote inclusive practice?	Satisfactory
The capacity of the provision to maintain continuous improvement.	Satisfactory

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Inadequate
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Satisfactory
How well does the setting work in partnership with parents and others?	Satisfactory
How well are children safeguarded?	Inadequate

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Satisfactory
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Inadequate
How well are children helped to stay safe?	Satisfactory
How well are children helped to be healthy?	Satisfactory
How well are children helped to enjoy and achieve?	Satisfactory
How well are children helped to make a positive contribution?	Satisfactory
How well are children helped develop skills that will contribute to their future economic well-being?	Satisfactory

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.