

St Oswalds Pre School Group

Inspection report for early years provision

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EY370158

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Inspector

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Setting address

Rubery Community & Leisure Centre, Holywell Lane,
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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 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.

There are four members of staff. Half of the staff have early years qualifications to National Vocational Qualification Level 3. 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

Overall the quality of the provision is satisfactory. Children enjoy attending and systems are in place that generally help to identify the next step in each child's learning so that they make adequate progress. The setting has introduced a system to identify its strengths and weaknesses, although it is still in its infancy. The staff are still developing their understanding of how to ensure activities are fully inclusive and this remains underdeveloped.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve the use of the observations and assessments to identify learning priorities which are used to plan relevant and motivating learning experiences for each child indoors and outdoors
- expand the learning opportunities to include all areas of learning in the outdoor area
- review the processes for monitoring the learning and development to ensure all areas are frequently and freely available
- develop staff's knowledge of how to promote inclusion of all children.

The leadership and management of the early years provision

Staff are very caring and some of them access many different types of relevant training. There is a new system in place to help the setting to start to develop an action plan. Future improvements are identified with support from the local authority development team. They are in the process of including parents in their evaluation system as they are aware that further improvements are still required to ensure all of the outcomes for children are fully promoted. Some improvements have been achieved because all of the actions set at the last inspection have been addressed. The supervisors have updated all of the documentation to ensure children's health and safety needs are met. The learning and development for the children continues to be improved with support from a mentor teacher from the local authority. The staff have begun to evaluate how they deliver all of the areas of learning but this remains in its infancy and it does not presently consider the frequency that children access some activities. For example, creative activities such as painting are not always available. Staff are not fully confident of how to always promote inclusion of all children and this has been highlighted in their own self-evaluation and requires further development.

Parents feel well supported especially if they need to meet with other agencies or professionals. They comment that children are happy to arrive and are happy when collected which gives parents a sense of trust in the way their children are cared for because of the friendly and approachable staff group. There is an effective key person system in place so parents know who to speak to if they need to discuss their child. The complaints procedure has been updated so parents can raise concerns on behalf of their child should it be necessary. The management organise meetings and use letters and questionnaires to engage parents in developing the provision and keep them informed of ongoing relevant matters.

Staff are aware of their roles and responsibilities in keeping children safe. They are vigilant in monitoring visitors and keeping the premises secure including imaginative ways of enclosing an outdoor area for the children. Staff access appropriate training in regard to child protection and continue to include safeguarding children awareness as part of their mandatory staff training programme. All of the required safety equipment is in place and staff complete risk assessments on the premises and equipment.

The quality and standards of the early years provision

Children's starting points are usually identified with parents or carers and are used by the key person when they start to observe the children in their group. This information generally helps to identify the next step in their learning. However, this is not used to its full effect when planning the day's activities so it is not always clear how children will be supported to progress to their full potential. The key person may be aware of what needs to happen next from their involvement in the observations, but other staff may not. This reduces learning opportunities when children are interacting with staff other than their key person.

The children participate in many activities across the areas of the learning in the well-organised indoor space. They do access the outdoor area on a daily basis which children relish and enjoy the fresh air and exercise, but the emphasis is mainly on physical play. Opportunities are limited for other types of play in this lovely area so only happen on an ad-hoc basis. For example, many of the children, especially the boys, love being outdoors so their access to mark-making and creative types of activities is significantly reduced. The management are trying to access funding to further develop this area. Healthy eating is promoted through healthy snacks and drinks. Good hygiene is encouraged through hand-washing routines especially before eating or going to the toilet.

Children's awareness of other cultures and the diverse community is promoted through use of some books and posters. They learn about a wide range of festivals and celebrations. Staff clearly know the children and their families well and this comes through conversations and especially through the wide range of imaginative play opportunities. Sometimes inclusion of all children is not fully promoted. For example, appropriate tools are not always readily available, such as left-handed scissors. Children showing a hand preference are sometimes trying to use right-handed scissors in their left-hand.

Children are involved in decisions about the choice of toys and activities. This is a particular strength in this setting. There is a new system in place to record this for the older children so that staff are aware of how to provide some extra challenge for this group of children. The timetable for the session has been reviewed and changed to create more free-play opportunities for the children. This enhances their ability to develop concentration skills and have time to develop bonds and cooperative play with other children. Staff organise a group time early on in the session which is now well supervised so that the mix of age groups does not impact on the enjoyment of this time. Staff use this activity to explain any special focus activities, set the tone for the rest of the session and a reminder of how to play safe. This also helps children to develop their cooperation and good behaviour.

Children appear confident and settle into the setting quickly. Most children express themselves well and strategies are in place to support those children who are still developing their communication skills. The staff have accessed training on helping children to understand sounds and letters so children access basic activities to help them develop these skills. Children are enthusiastic and love a new challenge and enjoy visits from local experts or members of the community, such as a local snake owner. Numeracy and problem solving skills are promoted when children access simple activities or number rhymes. Their access to technology equipment is still quite limited but staff are trying to access grants so that the range can be improved.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is 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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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