

# St Oswalds Pre School Group

Rubery Community & Leisure Centre, Holywell Lane, Rubery, Birmingham, B45 9AD

## Inspection date

13/11/2012

Previous inspection date

28/04/2009

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

## The quality and standards of the early years provision

### This provision is good

- Practitioners plan a wide range of interesting learning experiences that reflect children's interests. Children happily leave their parents at the door, self-register and rush to the prepared toys and activities that staff have set out for them.
- Children's individual needs and areas of learning are well met. There is a good balance between child-initiated and adult-led activities which staff use to observe and assess children's progress.
- Staff promote children's care and hygiene practices well. They encourage children to talk about and choose healthy options at snack time and support children to become independent in their hygiene and care needs
- There are effective systems in place to identify the strengths and weaknesses of the provision to enable the setting to move forward and sustain progress.

### It is not yet outstanding because

- There is more scope to support and challenge more able children's physical development, for example, by providing more opportunities and resources to allow children to climb, balance and jump.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector discussed children's progress with their key workers and observed activities in the main play area and the outdoor play area.
- The inspector looked at children's records, evidence of suitability of practitioners working within the setting and a range of other documentation.
- The inspector held a meeting with one of the managers from the partnership.
- The inspector also took account of the views of parents spoken to on the day of the inspection and parent questionnaires.

### Inspector

Patricia Dawes

## Full Report

### Information about the setting

St Oswald's Pre School Group was re-registered in 2008 on the Early Years Register. It is situated in a community and leisure centre in Rubery area of Worcestershire and is managed by a partnership. The pre-school serves the local and surrounding areas and is accessible to all children. It operates from one room in the centre and there is a fully enclosed area available for outdoor play.

The pre-school opens Tuesday to Thursday during term time only. Sessions are from 9am

until 12pm. Children attend for a variety of sessions. There are currently 18 children on roll who are within this age group. The pre-school provides funded early education for three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

The pre-school employs five members of child care staff. Of these, four hold appropriate early years qualifications at level 3 and one holds a degree in early years. The setting receives support from the local authority. A parent and toddler group meets at the premises on a Tuesday afternoon.

### **What the setting needs to do to improve further**

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

- develop the opportunities to support more able children's physical development and provide challenge, for example, by increasing the range of resources outdoors which will offer balancing, climbing and jumping experiences.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Staff demonstrate strong knowledge and understanding of the Early Years Foundation Stage and how to promote children's learning and development. They are well deployed to support children's learning and welfare, and ensure routines meet the children's needs. Planning and organisation ensure that most children are challenged by the learning experiences provided. Children benefit from a good balance of adult-led and child-initiated activities and the routine is very flexible to enable them to pursue their own interests. Children make good progress in their learning and development.

Children thrive within an interesting and well-equipped environment. They enjoy their learning and engage in a range of motivating learning experiences. They are hands on in the hairdressing salon using the rollers, combs and a hairdryer to style, or the colour chart, bowl and brush to pretend to dye their friend's hair. They enjoy carpet chat time where they share their experiences of Halloween. Children happily join in with singing the day's song and receive praise for sitting sensibly and concentrating. Staff sensitively remind children to use kind hands, smiley faces and walking feet before they go off to play.

Children take pleasure counting and matching colours and numbers as they play a matching game or animal shapes. Practitioners encourage the use of mathematical

language and use effective questioning to extend children's learning. Children cooperate and take turns, follow instructions and show curiosity about numbers. Practitioners are enthusiastic and consistently praise and encourage the children. As a result, children remain engrossed and involved. Interaction between adults and children is good, and children receive appropriate challenge.

### **The contribution of the early years provision to the well-being of children**

Children demonstrate a good understanding of healthy lifestyles. They follow efficient personal hygiene routines and enjoy frequent access to the outside play area in all weathers. Children display a positive attitude towards healthy eating. Menus are healthy, balanced and varied, and children are involved in cooking activities to build upon their knowledge, such as making play dough. In addition, children help to plant and care for a variety of flowers and fruits.

Children are active and enjoy playing outdoors on a selection of equipment; however, this does not always offer challenge to more able children as the larger equipment is not age appropriate. Children develop a sense of how to stay safe within the setting. They learn about safety issues, such as how to cross the road, and know not to run indoors. An emergency evacuation procedure is in place and this is routinely practised with the children. Children behave well and respond positively to limits and rules. Close relationships are observed and children receive warm, responsive care within a safe, secure and supportive environment.

Children are supported to make choices and gain a sense of responsibility as they tidy away resources, prepare their own fruit for snack time and pour their own drinks. Practitioners encourage all children to become independent in their personal care needs, and as a result they develop valuable self-care skills. Children develop confidence in exploring their surroundings and finding out what they can do. They make choices about the resources they play with, respond positively to the familiar daily routine and show through their engagement that they feel happy and content. Children display a sense of belonging, form sincere and trusting relationships and develop attachments to adults. Practitioners recognise and praise effort as well as achievement, enabling each child to develop a positive sense of identity. The environment supports children's choices to be active or to rest and practitioners act as positive role models.

### **The effectiveness of the leadership and management of the early years provision**

Arrangements for safeguarding children are robust, regularly reviewed and fully understood by all staff. An effective safeguarding policy is implemented and practitioner's knowledge of safeguarding children is fully up to date. Thorough risk assessments are conducted and include everything with which a child may come into contact. The partnership members employ a hands-on, active role within the setting, and effectively monitor and review practice through staff annual appraisals and weekly team meetings. Practitioners display a positive approach to improving their professional development to continue to enhance the learning, development and care on offer. Self-evaluation is good

and supports continuous improvement for the benefit of the children who attend.

Practitioners work in partnership with other professionals to promote the best continuity of care. They communicate effectively with local schools and nurseries to complement children's learning and to ensure progression. Relationships with parents are well established and this adds to improvements in children's learning, well-being and development. Parents receive good quality information about the provision through the use of notice boards and newsletters. Practice is fully inclusive and practitioners are committed to caring for children's individual needs and valuing each child exclusively.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY370158
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	878590
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	18
<b>Name of provider</b>	St Oswalds Pre School Group
<b>Date of previous inspection</b>	28/04/2009
<b>Telephone number</b>	0121 4537716

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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