

# Oswestry Methodist Church Pre-School

Inspection report for early years provision

---

**Unique reference number**

224157

**Inspection date**

03/02/2011

**Inspector**

Mary Henderson

**Setting address**

Methodist Church, Castle Street, OSWESTRY, Shropshire,  
SY11 1JZ

**Telephone number**

07766 328031

**Email**

**Type of setting**

Childcare - Non-Domestic

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Oswestry Methodist Pre-School opened in 1968. It operates from three rooms, a hall and an outside area, and is situated in a church building in Oswestry town centre. Children share access to an enclosed outdoor play areas.

The pre-school is registered by Ofsted to care for a maximum of 42 children from two to under eight years old . They are registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. Children come from the local areas. There are currently 55 children on roll in the early years age range. Sessions are from 9.15 am to 3 pm each day, except for Tuesdays when they are from 9.15 am to 12.30 pm. The pre-school also provide a breakfast club which is open each day from 8.15 am to 9.15 am.

The pre-school currently supports children with special educational needs and/or disabilities and children who have English as an addition language. They employ seven members of staff all of whom are qualified. The pre-school receive support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The staff foster strong relationships with the children and their parents. They also liaise well with other providers of the Early Years Foundation Stage which further promotes inclusion for all children on roll. Generally, the children access most of the equipment during their child initiated play times. The staff make good use of resources, indoor and outdoor space and outings to provide a broad range of opportunities to extend children's learning and development. Most systems to evaluate the provision are in place.

## **What steps need to be taken to improve provision further?**

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

- ensure all parents are fully included in the self-evaluation procedures of the setting
- ensure children access all equipment during their child initiated play times

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

There are strong relationships between the staff and parents and their children. Positive relationships with other providers of the Early Years Foundation Stage are also well fostered. This promotes inclusion for all children on roll. Risk

assessments identify possible risk to children in the indoor and outdoor areas and all outings involving the children. Children are safeguarded because all staff have a good understanding of the policies and procedures to be followed. The management have a strong vision which is shared with the staff thereby promoting ambition throughout the team. The staff work well together to ensure good outcomes for all children on roll. All adults are suitably checked and vetted.

The staff have a good understanding of how to support children with special educational needs and/or disabilities. The self-evaluation systems in place are good and include input from the children, staff and management. However, the systems do not yet fully include all parents.

Engagement with parents is good. There is written and verbal two-way exchange of information to ensure each child's needs are identified and met. The parents have free access to their child's learning and development files at all times. They also have appointment times with their child's key worker to talk about their child's progression. Parents have free access to all policies and procedures.

## **The quality and standards of the early years provision and outcomes for children**

Children are beginning to find out about their environment, identifying features and noticing the natural world. They enjoy a good range of outings to places of interest including the Railway Museum where they look at and talk about historical steam trains. They also like to pop into the post office and go to the shops and local market stalls to buy fruit and vegetables to take back for snack times. The children are beginning to have an awareness of their personal safety as they visit the local fire station where the fire officers talk to them about safety issues. Their understanding of personal safety is further fostered as they learn to cross the road appropriately under close supervision of the staff. All children practice the evacuation procedures of the setting. The children show good levels of feeling safe in their environment because they seek support and comfort from their peers and the staff. Their art work and photographs are displayed for them to foster a strong sense of belonging. Children are confident and independent and make choices about what they want to play with. Generally, the children access a broad range of interesting and challenging activities and resources during their child-initiated play times. However, there are times when the computer is not fully accessible to older more able children during the session.

The children learn about a healthy lifestyle as they choose from a range of healthy fruits at snack times and talk about the benefits of physical exercise on their body. The staff ensure children have the opportunity to play outdoors each day. They like to ride their trikes, kick footballs and use the climbing apparatus under supervision of the staff. Children independently choose to move between the indoor and outdoor areas as they wish.

Children's problem solving skills are fostered well. They like to weigh out and mix ingredients to make cakes and biscuits and they explore shapes and numbers

during creative activities as they draw and paint pictures to display or take home. The staff encourage children's counting skills during everyday routines such as counting how many plates or cups are needed for snack times. The children like to make marks using crayons and pencils and older more able children are beginning to develop their hand writing skills as they write their own name on their work.

Children are beginning to understand that people have different needs, views, cultures and beliefs. They play with a range of resources that depict positive images. This supports their learning and challenges their thinking thereby helping them to embrace differences in gender, ethnicity and disabilities. The children enjoy exploring various festivals around the calendar year. They do this through food tasting, art work and access to story and reference books.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----