

St Oswald's Pre-School

St Oswald's Primary School, Padgate Lane, Padgate, Warrington, Cheshire, WA1 3LB



Inspection date

26 February 2015

Previous inspection date

22 June 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- An unhurried approach to settling children into the pre-school means parents are confident in leaving their children. Children have formed strong bonds with the staff. As a result, children's well-being is promoted and they are happy, relaxed and eager to learn.
- The quality of teaching is good. Staff are adept at using the children's discussions to revisit and consolidate learning. Their simple discussions help children develop an awareness of the needs of others. For example, they ask children to recall the impact the lead character in a story has on the family of bears when she visits their home.
- Staff's high expectations of what children can achieve is reflected in the good support they provide for children to be active participants in their learning. A good balance of adult-led and child-chosen activities means children of all ages make good progress. Children show high levels of concentration and an eagerness towards learning new skills.
- Children are safeguarded. The premises are well organised and presented in an inviting manner for children. Staff securely understand the child protection procedures and follow the safety procedures with consistency, which promotes children's safety.
- Parents speak positively about the quality of care and good progress their children are making. The manager has established links with other professionals to ensure that children with special educational needs/or disabilities are fully supported.

It is not yet outstanding because:

- There is room to develop further the way staff engage parents in their children's learning.
- Staff do not always make it known to children that they can play outdoors should they wish to.

What the setting needs to do to improve further

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

- strengthen existing good partnerships with parents by providing them with information about how they can support their children's learning at home
- refine the organisation of the daily routines so that children are aware that they can play outside if they wish during free-play periods.

Inspection activities

- The inspector observed activities in the playroom, and viewed the outside learning environment and equipment being used.
- The inspector interacted with children and spoke to staff and some of the parents at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's records, planning documentation, and evidence of the qualifications and suitability of staff working in the pre-school.
- The inspector checked the arrangements for first-aid trained staff and their deployment.

Inspector

Frank Kelly

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Teaching is effective as staff regularly plan interesting and exciting activities that stimulate children's interest. Good use of seasonal and cultural events, such as Chinese New Year, add variety to the children's more familiar experiences. Children use chopsticks to pick up pom-poms and organise them by colour and size. Daily routines in most respects work very well and provide children with structure, which helps them feel secure. However, children are not always aware that they can play outside. This is because the door is sometimes closed and staff do not remind them they may play out if they wish. Nevertheless, a good balance of adult-led and free play is provided so that children learn through adult support and trying things out themselves. For instance, they make pictures with collage materials and mermaids out of play dough. Adult-led activities provide chances for children to think and predict, as they observe the way an orange floats in water. Children are fascinated at what happens when the peel is removed. During story times, new vocabulary is shared and children eagerly ask questions, such as, 'Is a coconut spicy?' Parents are consulted about what children can do and staff regularly observe children's play to help them plan activities to extend children's learning. Staff complete an overview of children's progress twice a year. Some information about what children have been learning is shared verbally at collection times. However, staff have not explored how this could be enhanced by providing more frequent ideas for parents to use at home, to support their children's learning. Children are confident learners and eager to express their preferences and join in. They enjoy board games with their friends during which they take turns and count. Such activities help the children to develop concentration and provide a secure foundation for skills that underpin their future learning.

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

Children demonstrate they feel safe and at ease as they sit close and chat with staff. Partnerships with parents and the host school means that children are well supported as they move into and through pre-school. Children's health and independence are fostered well. They competently help themselves to a drink and explain confidently the reasons why they must wash their hands before eating. In addition, they understand about following the rules to keep them safe. They explain in earnest to visitors about which sink they should use. Staff ensure children have regular visits to the school playing field to be more physically active and use equipment, such as bats and balls.

The effectiveness of the leadership and management of the early years provision is good

The manager and staff have a good understanding of their role and responsibilities and how to meet the requirements of the Early Years Foundation Stage. Staff meet regularly as a team and with the manager. Training opportunities are sought to support staff development. Close links with the local authority and plans for improvement are in place. Displays provide essential information for parents, such as how to contact committee members and Ofsted.

Setting details

Unique reference number	315247
Local authority	Warrington
Inspection number	868290
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	19
Number of children on roll	47
Name of provider	St Oswald's Pre-School Committee
Date of previous inspection	22 June 2009
Telephone number	01925 825425

St Oswald's Pre-School was registered in 1991. The pre-school employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and one at level 2. The pre-school opens from Monday to Friday, term time only, from 8.45 am to 11.45 am and 12.15pm to 3.15pm. The pre-school provides funded early education for three- and four-year-old children.

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