

Oswestry Methodist Church Pre-School

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



Inspection date

20 April 2016

Previous inspection date

3 February 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff use their observations of children's learning very well to plan activities that are adapted to both younger and older children. Children's interests are enhanced as staff link them to activities that engage children and capture their imagination. Staff skilfully promote children's development through excellent outdoor play opportunities.
- Children are very well prepared for school. Staff, parents and teachers meet together to discuss how to teach children the skills they need, such as phonics. Children also meet their teacher and staff share photographs of what school looks like to reassure them.
- The new manager has made excellent improvements to the setting. He has consulted well with parents, committee members and children to seek their views. This has led to impressive changes in the environment in order to improve children's outcomes.
- Children who do not make the expected progress are identified swiftly. Staff work well with professionals to support these children to enable gaps in learning to be closed.

It is not yet outstanding because:

- The manager has developed systems to track the progress of individual children. However, these do not yet identify the progress of groups of children, such as those the setting receives additional funding for.
- Performance management of staff does not fully challenge their existing good teaching in order to identify strategies to improve teaching to the highest level.
- Initial assessments completed by staff when children first start do not fully reflect children's prior achievements from home.

What the setting needs to do to improve further

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

- develop the existing monitoring systems to identify the progress of different groups of children and use this information to help those children to make even better progress
- build on the arrangements for the monitoring of staff, by identifying strategies to further develop their teaching, to build on the already good quality practice
- enhance initial assessments of children's starting points, by getting more information from parents, to identify what each child can do and has achieved prior to starting.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. He looked at relevant documentation, such as children's learning records and evidence of the suitability of staff working in the setting.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Scott Oliver Thomas

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff attend regular training and local authority network meetings in order to update their knowledge of child protection and safeguarding procedures. There is a strong commitment to partnership working. Staff have worked well with the local schools to agree how best to prepare children for school. For example, staff teach phonics to children using the same teaching methods as school. Staff have also worked very hard with other settings children attend. They have set up methods of communication to enable parents and other settings to discuss and review children's progress. This provides an excellent continuity in children's learning and care. Parents are well supported to enable them to promote their children's learning at home. For example, staff give parents a written guide and toys to use at home to support children to achieve their targets. Staff are supported to attend regular training, which is having a positive impact on their teaching. For example, staff have been trained in Makaton sign language, which they use with children to support their communication.

Quality of teaching, learning and assessment is good

Staff have very high expectations of children. Staff working with older children share their expectations of what children will need to do when they go to school. This helps children to take responsibility for their own learning and personal development. For example, children are keen to manage their own needs at lunchtime without the help of staff, in readiness for school. Overall, teaching across the setting is very strong. Children are motivated, engaged and curious learners. For example, outside, children persevere and use different methods to move water from the water tray to the guttering, constantly identifying how to move more water, more quickly.

Personal development, behaviour and welfare are good

Children's healthy lifestyles are promoted well by staff. They monitor children's lunchboxes to ensure they are healthy and provide parents with information on healthy foods for children. Children have access to a range of physical resources, such as a climbing frame and balls. They are supported by staff to develop a wide range of physical skills, using this equipment. For example, staff demonstrate and help children to throw and catch a ball. Children's behaviour is good. They are very respectful towards others and follow the rules of the setting well.

Outcomes for children are good

All children make good progress from their starting points. Staff adapt their teaching very well, giving all children the opportunity to develop the skills they need. For example, younger children develop their early writing skills by making marks with water using paint brushes on the floor outside. Older children start to form recognisable letters using paint brushes, holding their brush correctly. Children have increased confidence and vivid imaginations. For example, they act out role play situations making mud pies. Children are developing a good understanding of the world. Staff tell them how to care for worms they find and also teach them how to say hello in other languages from around the world.

Setting details

Unique reference number	224157
Local authority	Shropshire
Inspection number	1042016
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	24
Number of children on roll	42
Name of provider	Oswestry Methodist Church Committee
Date of previous inspection	3 February 2011
Telephone number	07766 328031

Oswestry Methodist Church Pre-School was registered in 1993. The setting employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above. The setting opens from Monday to Friday, during term time only. Sessions are from 8.30am until 3pm. The setting provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

