

St Oswalds Pre School Group

Rubery Community & Leisure Centre, Holywell Lane, Rubery, Rednal, BIRMINGHAM, B45 9AD



Inspection date

1 December 2016

Previous inspection date

13 November 2012

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

- The manager and staff team work hard to transform the premises into a bright, stimulating environment. Children have independent access to inspiring spaces, both indoors and outdoors, where they can explore, investigate and be imaginative.
- Children's good health is promoted well. They have lots of opportunities to play out in the fresh air and to develop their physical skills. Children particularly enjoy balancing, climbing and jumping as they take suitable measured risks on the climbing equipment.
- Children who have special educational needs and disabilities are supported very well. Staff work closely with other professionals and share ongoing information with all those involved in children's care and learning. They provide targeted support to all those who need it so that gaps in learning are closing quickly.
- Partnerships with parents are strong. Staff complete regular parent workshops and share ideas of how learning can be continued at home. Parents talk very positively about the pre-school and the progress their children make.

It is not yet outstanding because:

- Although staff complete regular mandatory training and are supported well in their roles, professional development is not targeted precisely on raising the quality of teaching to the highest level.
- Occasionally, some boys' learning is not always channelled precisely to match their interests and capabilities so that they remain highly engaged and challenged.

What the setting needs to do to improve further

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

- focus professional development more precisely on raising the quality of teaching to outstanding
- enhance the monitoring of groups of children's progress in order to identify where boys' learning can be enhanced further so that they are challenged to the optimum level and supported to make more rapid progress in their learning.

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 one of the pre-school managers.
- The inspector held a meeting with the pre-school managers. She looked at relevant documentation, such as children's records and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to staff, children and parents during the inspection and took account of their views.

Inspector

Emma Daly

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good understanding of their responsibilities to protect children from harm. Policies and procedures are in place and implemented well to promote children's welfare and safety. The managers work very closely with the staff team. They work alongside them offering ongoing support and guidance to help staff progress within their roles. The team uses self-evaluation to identify areas for improvements and gain the views of parents, to help them drive the pre-school forward. The managers have identified where early years pupil premium funding can be used in order to provide targeted intervention. They have employed an extra member of staff to provide additional one to one and small-group support. This has had a very good impact on children's learning and the progress they are making.

Quality of teaching, learning and assessment is good

Managers and staff observe, assess and track children's progress and they use this information to identify where there are any gaps in their learning. They plan experiences that help to build on what children know and can do. Most children are enthused and engaged in a wide range of activities because staff facilitate the learning taking place very well. Staff encourage children to become actively involved as they explore and investigate. For example, staff allow children to experiment with the materials they can use to make artificial snow. This helps to consolidate their learning. Children use their imagination well as they enjoy playing in the role play area. They develop their own ideas as they build with junk materials and use wrapping paper to make presents. Staff promote children's communication and language development very effectively. They plan specific activities to help build on children's listening, attention and speaking skills. Staff model and reinforce words and ask children questions, always allowing them enough time to respond.

Personal development, behaviour and welfare are good

The key persons know their children extremely well. They consider children's family backgrounds and provide the precious support needed to promote their emotional well-being. This helps children to develop very close attachments with their key persons. Children are confident and display high levels of self-esteem. They are proud to show off their achievements and take great delight in showing what they can do. Children make independent choices in their play and learn how to manage good hygiene routines. Children's behaviour is good and they are gaining a good understanding of expectations and boundaries. Children show respect for their friends as they play.

Outcomes for children are good

All children make good progress, including those in receipt of funding and those who have special educational needs and disabilities. Children are gaining the skills that will help them to prepare for the next stage in their learning and their move on to school. They are confident and eager to achieve. Children are developing a good understanding of numbers and problem solving as they count groups of objects. They have opportunities to make marks, both indoors and outside, supporting their emerging writing. Children enjoy stories, songs and rhymes. They use props confidently to act out and retell stories.

Setting details

Unique reference number	EY370158
Local authority	Worcestershire
Inspection number	1059788
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	26
Name of registered person	St Oswalds Pre School Group Partnership
Registered person unique reference number	RP904946
Date of previous inspection	13 November 2012
Telephone number	07538775635

St Oswald's Pre School Group was registered in 2008 and is managed by a partnership. The pre-school employs six members of childcare staff. Of these, all hold appropriate early years qualifications, five at level 3 and one at level 5. The pre-school opens Tuesday to Thursday, during term time only. Sessions are from 9am until 2.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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