

St Margaret's Pre-School (Olton) CIO



St Margaret's Pre-School at Chapel Fields, Chapel Fields Children's Centre, Lyndon Road, Solihull, West Midlands, B92 7QF

Inspection date	14 March 2017
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision is inadequate

- Leaders and managers have not ensured that some committee members are suitably vetted. Not all staff have secure understanding of the types of abuse and neglect, including up-to-date knowledge of safeguarding issues.
- Arrangements for supervisions and monitoring of staff practice are not robust enough to ensure all staff are effectively supported. Managers do not check the quality of staff teaching practice and activities planned closely enough.
- Children do not progress as well as possible. Ongoing assessments of children's progress are not always precise enough to help staff plan as effectively as possible for children's future learning.

It has the following strengths

- The pre-school is bright and rich in print. Children's work is prominently displayed. This helps children to feel a positive sense of belonging.
- Children are supported by staff who are kind, caring and nurturing. Staff help children to share, take turns and praise their efforts and achievement. Children are seen as unique individuals and develop an appreciation of traditions beyond their own.
- Partnerships with other providers are established. This helps to provide continuity in children's care and aspects of their education as they move on to school.
- The pre-school has a good selection of resources. Children explore both the indoor and outdoor areas confidently and freely and make choices in their play.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
<ul style="list-style-type: none"> ■ make sure effective systems are in place to check the suitability of all committee members, including meeting the requirement to obtain enhanced Disclosure and Barring Service checks 	30/04/2017
<ul style="list-style-type: none"> ■ ensure that all staff have a good understanding of the types of abuse and neglect and are alert to all current child protection issues and safeguarding legislation so that they fully understand how to successfully protect children from concerns that may occur in their life at home and elsewhere 	30/04/2017
<ul style="list-style-type: none"> ■ improve the arrangements for the supervision and monitoring of staff practice and give them the support, coaching and training they need to develop knowledge and confidence in their roles and responsibilities and raise the quality of the provision 	30/06/2017
<ul style="list-style-type: none"> ■ use more accurate observations and assessments of children's ongoing achievements to shape learning experiences that are precisely tailored for each individual, in order to ensure they consistently make good progress. 	30/06/2017

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

- check more closely on the quality of teaching practice and activities planned to consider and swiftly implement ways to further improve.

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 held a meeting with the manager. She looked at relevant documentation, such as evidence of the qualifications and suitability of all staff.
- The inspector completed a joint observation with the manager and the deputy manager.
- The inspector spoke to children, staff and parents during the inspection and took account of their views.

Inspector

Rupinder Phullar

Inspection findings

Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are not effective. Leaders have not completed the required suitability checks for some of the committee members who influence the decision making of the pre-school. Not all staff have a secure understanding of the types of abuse and neglect and their knowledge of current legislation and guidance is weak. This means children's welfare is compromised. Systems for supervisions and monitoring staff practices do not ensure all staff consistently receive support and training to further develop their skills. The manager monitors children's development. However, she has not ensured that ongoing assessments of children's development are precise. This means that staff are not able to quickly identify any gaps in children's learning and to seek early intervention if needed. In other aspects, the manager and staff ensure that physical risks in the setting are assessed and potential hazards are minimised or removed. Staff know the pre-school procedures to follow to report any concerns they may have about a child in their care. Suitable recruitment processes ensure all staff are vetted and suitable to work in the pre-school. Systems of evaluation include the views of the local authority adviser and parents. This has some positive impact on the learning opportunities for children.

Quality of teaching, learning and assessment requires improvement

Staff gain information from parents and observe children as they play to identify their starting points. However, children's ongoing development is not assessed precisely enough. Staff do not always plan activities that accurately match children's individual needs. Children sometimes struggle to become absorbed in their learning and quickly move on to something else. Staff interaction with children is variable. Staff do not always ask enough questions to challenge children's thinking or take the time to listen to their responses. During some activities staff overwhelm children with questions but do not give them chance to think and respond. Nevertheless, staff suitably promote different aspects of children's learning. Children enjoy learning about the natural world as they plant seeds and talk about how these will grow into sunflowers. They make marks in the sand and when using chalk. Staff join in and provide appropriate praise and encouragement. They share information with parents. Parents have the opportunity to extend their child's learning at home.

Personal development, behaviour and welfare are inadequate

Leaders have not taken robust steps to ensure that children are kept safe from potential harm from individuals associated with the pre-school. Although some of these individuals do not have unsupervised access to the children, their role means that they are privy to information about children and families. Children's welfare is not assured. Children are cared for in a secure physical environment. Staff supervise children and ensure all external doors are locked to avoid unauthorised access to the pre-school. Children demonstrate secure attachments with staff. Staff encourage children to be respectful of others and to recognise their own unique qualities. Children learn about and develop an appreciation of traditions beyond their own. Parents comment that their children have good attachments with staff and are settled and enjoy coming to pre-school.

Outcomes for children require improvement

Although children are confident and eager to learn, weaknesses in teaching and assessment means children are not supported well enough to reach their full potential. Nevertheless, children are developing some key skills they need to move on to school. They are emotionally secure and making friendships with other children and adults. Younger children are developing their physical skills well as they balance and negotiate space in the outdoor play area. Children are developing skills in communication and language. They share their thoughts with others. Older children are developing skills in literacy. They enjoy looking at books, singing familiar rhymes or songs and giving meaning to things they draw or write.

Setting details

Unique reference number	EY491056
Local authority	Solihull
Inspection number	1021656
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 5
Total number of places	30
Number of children on roll	47
Name of registered person	St Margaret's Pre-School (Olton) CIO
Registered person unique reference number	RP534728
Date of previous inspection	Not applicable
Telephone number	0121 572 5600

St Margaret's Pre-School (Olton) CIO was registered in 2015. The pre-school employs six members of childcare staff. All staff hold relevant childcare qualifications between level 2 and 5. The pre-school is open from 9am to 3.30pm, Monday to Friday, during school term time. The pre-school provides funded early education for two-, three- and four-year-old children.

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