

St Joseph's Swans and Cygnets Pre-School

125 Newtown Road, Malvern, Worcestershire, WR14 1PF



Inspection date

9 May 2017

Previous inspection date

17 April 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
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 requires improvement. It is not yet good because:

- The provider is not clear about all of their roles and responsibilities. This includes changes in the pre-school committee that they must notify to Ofsted. Not all members of the committee are known to Ofsted.
- Newer members of the committee have not been effectively vetted. They have not supplied Ofsted with information required for their suitability to be checked. Nevertheless, their role in the management of the setting is minimal.
- Professional development opportunities are not yet highly focused on enhancing staff's teaching skills further to help promote consistently excellent learning outcomes for all children in the future.
- Although partnerships with parents and other providers, including the host school, are effective, there is scope to enhance the two-way flow of information to help promote the best possible continuity in children's care and education.

It has the following strengths

- The manager fully understands all of her responsibilities. She effectively manages the running of the setting. Children's safety, welfare and learning are promoted.
- Staff routinely assess children's development and use what they know to provide activities that meet children's learning needs. Children make good progress.
- Staff are friendly and fun. They get to know children well. Children develop firm bonds with familiar staff. They are comfortable and enjoy attending.

What the setting needs to do to improve further

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

	Due Date
■ develop a clear understanding of all roles and responsibilities, including changes that must be notified to Ofsted	09/05/2017
■ ensure that all members of the committee are effectively vetted and supply Ofsted with the information required to complete appropriate suitability checks.	09/05/2017

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

- strengthen the professional development opportunities for staff and sharpen the focus on enhancing staff's teaching skills, in order to help promote consistently excellent learning outcomes for all children in the future
- enhance the two-way flow of information with parents and other providers, including the host school, to help promote the best possible continuity in children's care and education.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside. She assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager of the pre-school.
- The inspector spoke to the manager, staff and members of the pre-school committee. She looked at relevant documentation, records and policies.
- The inspector checked evidence of the suitability of committee members and staff working in the pre-school.

Inspector

Josephine Heath

Inspection findings

Effectiveness of the leadership and management requires improvement

Recent changes in the committee have not been notified to Ofsted. Furthermore, the provider does not fully understand what information they must supply to Ofsted so that they can check the suitability of all those joining the committee. Nevertheless, this does not impact on the children because the provider delegates the running of the pre-school to the manager. Most staff are very well qualified. They are supervised and access training, such as safeguarding and first aid. This has a positive impact on care practices. The arrangements for safeguarding are effective. Managers and staff have a sound knowledge of safeguarding guidance. All those working directly with the children are suitably vetted. The environment is risk assessed and all potential hazards to children are minimised. Despite weaknesses in how the committee operates, the manager reflects on the quality of the setting and aims to achieve good standards. Partnership working with parents is good overall and they express high regard for the work the pre-school does with their children.

Quality of teaching, learning and assessment is good

The quality of teaching is good. Staff provide a range of activities that promotes children's interests. Children develop skills across the different aspects of their learning. They enjoy opportunities to use their imaginations. Staff take children on adventures into the forest area on site. They encourage children to develop and expand their pretend play. Staff provide children with opportunities to paint inside. They encourage them to think about what they are doing and give meaning to the marks they make. The manager has a good overview of children's progress. This helps ensure no child falls behind.

Personal development, behaviour and welfare are good

Staff welcome all children into the setting and value their diversity. Children are developing a positive sense of themselves. They behave well. Children adhere to the behaviour boundaries set and follow instructions. They play well together and take turns. Children learn about living healthy lifestyles. Staff talk to children about the importance of a good diet. Children take part in planting activities where they grow fruit. Staff promote physical activity. Children enjoy yoga exercise sessions. They climb, balance and jump with confidence using playground equipment outside.

Outcomes for children are good

All children progress well. Children requiring additional support benefit from the help they need. Children are confident to play and explore. They are motivated to learn. Children participate in the routines of the pre-school. They enjoy helping their teachers. Children are independent. They manage their care needs. Children develop good communication, language and literacy skills. Children join in different group sessions. They are reminded of the expectation to listen well. They sing familiar songs and enjoy using props to tell familiar stories. Children acquire all the skills they need to move on to school.

Setting details

Unique reference number	205299
Local authority	Worcestershire
Inspection number	1089912
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	20
Number of children on roll	32
Name of registered person	St Joseph's Swans and Cygnets Pre-school Committee
Registered person unique reference number	RP903039
Date of previous inspection	17 April 2015
Telephone number	01684 573016

St Joseph's Swans and Cygnets Pre-School registered in 1992. The pre-school employs seven members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and three hold level 6 or above. This includes one with early years professional status and one with early years teacher status. The pre-school operates during term time only. Sessions are available Monday to Friday from 8.30am until 3.30pm. The pre-school 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.

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