

# 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** 13 September 2017  
Previous inspection date 14 March 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Some committee members have not completed the process required by Ofsted to check their full suitability in a timely way. As their involvement in the setting is minimal, this does not have a significant impact on children's welfare.
- Children do not progress as well as possible. Staff do not yet promote children's learning through a good mix of adult-led and child-initiated planned, purposeful play.
- The arrangements for the performance management of staff are not good enough. Managers do not focus as sharply as possible on improving teaching practice.
- Managers do not monitor the quality of teaching and the progress children make carefully enough to help further improve.

### It has the following strengths

- Relationships with the local authority have helped managers to bring about some improvements. Managers and staff have a sound understanding of child protection issues. They know exactly what to do if they have any concerns about a child's welfare. This helps to protect children from different types of harm.
- Staff are caring and kind. They get to know children well. Children are settled and content attending. They use staff for comfort and include them in their games.
- Staff give children clear messages about what is expected. They promote tolerance and respect. Children behave well; they follow instructions and enjoy helping staff.

## What the setting needs to do to improve further

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

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ complete the process required by Ofsted to check the suitability of committee members by providing it with all the information it needs in a timely way</li> </ul>	29/09/2017
<ul style="list-style-type: none"> <li>■ improve the arrangements for the performance management of staff and focus as sharply as possible on improving teaching practice</li> </ul>	01/12/2017
<ul style="list-style-type: none"> <li>■ ensure that staff consistently promote children's learning through a good mix of adult-led and child-initiated planned, purposeful play to help children progress as well as possible.</li> </ul>	01/12/2017

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

- monitor the quality of teaching and children's progress carefully and take swift action to address any weaknesses to help further improve.

### Inspection activities

- The inspector had a tour of the premises. She 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 staff and held a meeting with the pre-school manager. She looked at relevant documentation, policies and procedures.
- The inspector checked evidence of the suitability of staff working in the pre-school.
- The inspector spoke to children and parents during the inspection and took account of their views.

### Inspector

Josephine Heath

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The provider has not yet supplied Ofsted with all of the information it needs about some new committee members promptly enough to complete full suitability checks. Nevertheless, the provider has notified Ofsted about all new committee members and all have Disclosure and Barring Service checks and most have full suitability checks in place. Managers supervise staff in their roles. All staff are well qualified and they have opportunities to refresh some of their skills. For example, all staff have recently completed a safeguarding update. This has a positive impact on care practices. However, managers do not focus as well on developing staff's teaching skills. Children do not yet benefit from learning experiences that continually improve. The arrangements for safeguarding are effective. The environment is clean, safe and secure. Staff implement a range of records and policies that helps to support care practices and promotes children's welfare. Self-evaluation is developing and managers aspire to improve.

### Quality of teaching, learning and assessment requires improvement

The quality of teaching varies. Staff observe children and make accurate assessments of their learning. However, the planning is still developing. Nevertheless, children have opportunities to develop skills across the different areas of their learning. For example, children enjoy making models from play dough and painting using a variety of colours. They also like to play with small-world vehicles and animals or a variety of home-based props to engage in pretend play. This helps to build on their creative and imaginative skills. Partnerships with parents, other providers and professionals are established. Staff share a two-way flow of information which helps promote some continuity in children's care and learning. Overall, managers do not monitor teaching or children's progress carefully enough to identify weaknesses and take swift action to address them.

### Personal development, behaviour and welfare require improvement

Weakness within teaching means that children are not highly motivated to learn. They sometimes struggle to choose activities and become easily distracted. Nevertheless, staff promote children's well-being. For example, they provide children with a variety of nutritious snacks and help them to make healthy eating choices. Staff ensure children adopt good hygiene routines. They also encourage exercise. Children enjoy physical activities. They can use slides, see-saws and ride on vehicles with relative ease.

### Outcomes for children require improvement

Children do not consistently make good enough progress to reach their full potential. Nevertheless, children gain the skills they need to move on to school. Those who have special educational needs and/or disabilities benefit from some support to begin to catch up, albeit slowly. Overall, children are developing confidence and independence. They can communicate their wants and needs in different ways. Children are developing some literacy and mathematical skills. They enjoy reading books with staff and retelling familiar stories. They can competently put together puzzles and count up to five.

## Setting details

<b>Unique reference number</b>	EY491056
<b>Local authority</b>	Solihull
<b>Inspection number</b>	1096867
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	13
<b>Name of registered person</b>	St Margaret's Pre-School (Olton) CIO
<b>Registered person unique reference number</b>	RP534728
<b>Date of previous inspection</b>	14 March 2017
<b>Telephone number</b>	0121 572 5600

St Margaret's Pre-School (Olton) CIO registered in 2015. The pre-school employs five members of childcare staff. All staff hold relevant childcare qualifications between level 3 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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