

St. Oswald's Pre-School

St Oswald's Primary School, Padgate Lane, Padgate, Warrington, Cheshire, WA1 3LB



Inspection date

1 November 2017

Previous inspection date

19 May 2017

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	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		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- Although steady improvements have been made, systems to monitor the quality of the provision, including staff performance, are not rigorous enough to drive improvement further.
- Weaknesses in assessment, planning and the quality of teaching mean children do not always make good progress in some aspects of their learning.
- Older children and rapid learners do not always receive the levels of challenge they need to help them stay focused and achieve.
- Staff do not routinely discuss with parents when will be the most useful time to provide a summary of their child's progress, to fully support integrated working with other professionals.

It has the following strengths

- The manager took appropriate steps to address the issues raised in the last inspection to help ensure children's safety and welfare.
- Children enjoy caring and affectionate relationships with the staff team, who works closely with parents to ensure children's individual care needs are fully met.
- Children are happy and enjoy their time at the pre-school. They settle quickly and feel safe to access the full range of activities on offer.
- Children benefit from some excellent opportunities to explore the outdoor areas.

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"> ■ develop the programme for staff supervision and ensure there is a well-established programme of professional development, to coach and support staff to improve the quality of teaching and drive continuous improvement 	01/12/2017
<ul style="list-style-type: none"> ■ ensure staff regularly and accurately assess children's progress to plan purposeful and challenging activities that match their age and stage of development 	01/12/2017
<ul style="list-style-type: none"> ■ agree with parents when will be the most useful time to provide a summary of their child's progress at age two to further support integrated working with other professionals. 	01/12/2017

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

- implement a rigorous process for self-evaluation that uses challenging criteria to improve the quality of the provision.

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 jointly evaluated an activity and discussed the impact on children's learning with the deputy manager.
- The inspector met with the deputy manager and spoke to the local authority adviser.
- The inspector checked evidence of the suitability of adults working in the pre-school, looked at relevant documentation and discussed the pre-school's self-evaluation and plans for improvement.
- The inspector spoke to and took account of the views of children and parents spoken to during the inspection.

Inspector

Vickie Halliwell

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Staff are alert to indicators of possible abuse and have a satisfactory knowledge of how to respond to and report these. Designated staff have completed relevant training and are now able to respond appropriately should an allegation be made against a member of staff. Staff have also increased their understanding of wider safeguarding issues, such as potential extremism. Since the last inspection, the manager and the newly appointed deputy have welcomed the advice and support of the local authority. However, internal processes for self-evaluation are not rigorous enough. Furthermore, the leadership team does not monitor the quality of assessments of children's progress closely enough. As a result, some children's progress is not accurately assessed, which has an impact on staff's ability to plan effectively for future learning. A programme for staff supervision has been introduced but this does not focus sufficiently on professional development to further improve the quality of teaching.

Quality of teaching, learning and assessment requires improvement

The quality of teaching and learning is variable. Staff are very experienced. They use what they know about child development to help children learn new skills through a broad range of experiences. However, weaknesses in planning mean staff do not consistently plan purposeful and challenging activities that fully match individual learning needs. Staff create a welcoming and accessible environment that promotes independent learning. Children enjoy a broad range of activities and confidently make meaningful choices about how they spend their time. Parents are generally well informed about their child's learning and are encouraged to share what they know about their child's development. However, staff do not talk with parents about the timing of the required progress check for children aged between two and three years so they are able to share details with other relevant professionals.

Personal development, behaviour and welfare are good

Staff are caring, nurturing and promote children's emotional well-being very effectively. Young children spontaneously snuggle into staff as they listen to stories. During walks through woodland areas in the school grounds they explore confidently, reassured by the encouragement and presence of familiar staff. Older children excitedly collect the autumn leaves and enjoy climbing on fixed equipment. Self-care skills and personal independence are very well promoted. Snack times are utilised as a valuable learning opportunity. Children pour their own drinks and select their own snacks. Staff are positive role models who support children well as they learn to manage their behaviour.

Outcomes for children require improvement

Despite weaknesses in teaching, planning and assessment, all children make some progress. They enjoy learning new skills within a safe and supportive environment and are developing many of the key skills they need for school. Older children communicate confidently and listen with interest to short stories. They play with imagination, acting out real and imagined experiences. Children achieve high levels of personal independence.

Setting details

Unique reference number	315247
Local authority	Warrington
Inspection number	1099449
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	19
Number of children on roll	23
Name of registered person	St. Oswalds Pre-School Committee
Registered person unique reference number	RP526970
Date of previous inspection	19 May 2017
Telephone number	01925 825425

St. Oswald's Pre-School registered in 1991. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, term time only, from 8.45am to 3.15pm. The pre-school provides funded early education for three- and four-year-old children.

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