

# 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

<b>Inspection date</b>	5 June 2018
Previous inspection date	13 September 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
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

- Managers have worked hard since the last inspection to raise standards in the setting. They have developed a culture of reflective practice and staff confidently evaluate the effectiveness of changes they implement.
- There is a good balance between adult-led activities and child-led play. Staff effectively promote children's learning and children have opportunities to develop their own play.
- Staff make regular assessments of children's development and use this information well to identify what children need for further learning. Managers provide good guidance and ensure staff use tailored strategies to close gaps quickly in children's learning. All children make good progress.
- Children behave well and consistently follow the rules. They appropriately dispose of used equipment and join in with tidying away resources after play.

### It is not yet outstanding because:

- Staff do not consistently provide opportunities for children to contribute their ideas during planned activities.
- Although the partnerships with parents are strong, not all parents receive the same level of feedback about their child's experiences.

## What the setting needs to do to improve further

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

- provide more opportunities for children to express their ideas during planned activities
- review communication to provide similar levels of feedback to all parents about their child's experiences.

### Inspection activities

- The inspector observed the quality of teaching indoors and assessed the impact this has on children's learning. The inspector carried out joint observations of activities with the provider, who is also the manager.
- The inspector spoke with the staff and children during inspection.
- The inspector held meetings with the provider and the deputy manager.
- The inspector looked at a selection of documents, including those that show the suitability of all persons working in and associated with the setting.
- The inspector spoke with several parents and took account of their views.

### Inspector

Adelaide Griffith

## Inspection findings

### Effectiveness of the leadership and management is good

The leadership and management of the setting are good. The provider and her deputy have effectively addressed the actions and recommendations from the last inspection. Self-evaluation is ongoing and managers effectively follow the action plan they put in place to bring about improvements. For example, managers consistently observe staff practice and provide regular opportunities for them to discuss where they need support. Through focused training, staff have enhanced their understanding of promoting all areas of learning. This ensures children make good progress, such as in their language skills and self-confidence. Safeguarding is effective. All staff know what to do should they have any concerns about the welfare of a child in their care.

### Quality of teaching, learning and assessment is good

Staff provide rewarding and enjoyable activities to promote children's learning. They sustain children's thinking throughout all activities. For example, they enable children to learn counting and colours in different contexts. These include routine activities and children's own play in which staff often participate. Staff integrate calculations, positional language and talk about full baskets of pretend fruit. They skilfully weave home experiences and preferences into stories and motivate children well with praise. Parents have opportunities to contribute to initial assessments of their child's development when they first start in the setting. Ongoing progress reports reflect children's achievements, and staff use these well to plan suitable and interesting challenges for each child.

### Personal development, behaviour and welfare are good

Children form strong bonds with key persons and they build good relationships with other children. They have a strong sense of belonging in the setting. Older children have a good grasp of routines and younger children have access to visual timetables to recall what happens during the sessions. Staff promote children's personal development well. They have created an enabling environment in which children freely access open-ended resources and can choose to play in selected areas of the room. Children enjoy healthy snacks and play out in the fresh air daily, which promotes their good health positively.

### Outcomes for children are good

Children in all groups, including those in receipt of additional funding, make good progress from their starting points. They are developing the disposition of active learners who focus and explore at their own pace. Older children make marks during their play activities, and younger children explore the texture of sand and enjoy water play. All children develop independence skills. They enjoy story time and listen attentively while staff read to them. Children develop good skills in readiness for the next stage in learning at the setting and for their move to nursery or school.

## Setting details

<b>Unique reference number</b>	EY491056
<b>Local authority</b>	Solihull
<b>Inspection number</b>	1114293
<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>	27
<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>	13 September 2017
<b>Telephone number</b>	0121 572 5600

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