

St. Oswald's Pre-School

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



Inspection date	30 October 2018
Previous inspection date	1 November 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
Effectiveness of 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

The provision is good

- The manager has a clear focus for the pre-school and with the support of her dedicated staff team she has promptly addressed actions identified at the last inspection. The manager demonstrates a good capacity to sustain improvement.
- Staff provide a welcoming and caring environment. They have good knowledge of the children that they care for and they are fully aware of their needs. Children form very close relationships with staff and flourish.
- Staff are good role models and they consistently teach children to understand what is expected of them. Staff use visual timers to help children to learn turn-taking and sharing. Children's behaviour is good and they display good manners and caring attitudes towards each other.
- Parents are fully involved in their children's learning. Staff share information regarding children's progress regularly and share ideas to help support continuity for children's learning at home.
- Staff work well with other professionals to help support children's individual needs. For example, they make sure support is obtained from other agencies, such as health visitors, to help close any gaps quickly. Staff are sensitive to children's individual and changing needs.

It is not yet outstanding because:

- Occasionally, the organisation of large-group times does not fully engage children and they find it hard to concentrate, listen and remain focused.
- The system to plan for children's learning is relatively new and the manager has not had sufficient time to evaluate its impact on children's learning.

What the setting needs to do to improve further

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

- organise large-group times more effectively to help consistently engage children and enable them to remain interested and focused
- monitor the impact of the newly implemented planning system to increase children's learning to the maximum effect.

Inspection activities

- The inspector observed activities in the main play room and garden.
- The inspector carried out a joint observation with the deputy manager.
- The inspector looked at relevant documentation, including children's assessment records and planning documentation and checked evidence of the suitability and qualifications of staff working with children.
- The inspector held a meeting with the manager. She spoke with staff and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to during the inspection.

Inspector
Helen Gaze

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff have attended safeguarding training and they are fully confident about what to do if they have concerns regarding a child's welfare. The manager has increased the support for staff. She has focused more strongly on performance management and carefully plans for the individual continuous professional development needs of staff. For example, some staff have attended specific training to enhance their knowledge of supporting the learning and development of two-year-olds. The management team assess and monitors the progress of all children, including different groups of children. This helps to identify areas for development and they swiftly plan to close any emerging gaps in children's development.

Quality of teaching, learning and assessment is good

Staff make precise observations of children's learning and interests to help them to identify next steps for their development. Children become familiar with songs and rhymes as they join in with music and singing. They enjoy experimenting with sound and show excitement as they discover that different actions, such as banging, shaking and hitting, produce different sounds. Staff support children's communication and language skills well. They introduce new words to describe what children see and hear. Children are confident and articulate communicators. Staff support children's learning about the world around them. For example, children explore ice and staff encourage them to watch and talk about the changes that occur. Children demonstrate their good physical skills as they use one-handed tools competently and confidently to break the ice.

Personal development, behaviour and welfare are good

Staff help each child to settle in smoothly and positive relationships are formed with parents right from the start. This helps to support children settling into the pre-school. Children arrive in the morning happy and they enthusiastically chat to staff and each other when they arrive. Children relish opportunities to explore and they quickly settle into play. Staff foster children's increasing independence. Children learn to find their coats and boots ready for outdoor play and they help set the tables and serve themselves at mealtimes. Children enjoy being physically active and they benefit from good opportunities to gain fresh air and exercise daily. They learn to manage small risks for themselves as they climb on the playing equipment.

Outcomes for children are good

Children make good progress in all areas of their learning. They are confident and self-assured individuals with an enthusiasm to learn new skills. Children develop their early literacy skills well. Younger children draw with pencils and older children learn to recognise the initial sounds in simple words. Children are supported well to develop the necessary skills to aid their future learning and school.

Setting details

Unique reference number	315247
Local authority	Warrington
Inspection number	10079450
Type of provision	Sessional day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 5
Total number of places	19
Number of children on roll	26
Name of registered person	St. Oswalds Pre-School Committee
Registered person unique reference number	RP526970
Date of previous inspection	1 November 2017
Telephone number	01925 825425

St. Oswald's Pre-School registered in 1991. The pre-school employs four members of childcare staff and one student. Of these, two hold appropriate early years qualifications at level 3 and one at level 4. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.45am until 3.15pm.

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