

Oswestry Methodist Church Pre-School

Methodist Church, Castle Street, OSWESTRY, Shropshire SY11 1JZ



Inspection date

11 March 2019

Previous inspection date

12 September 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

This provision is good

- There have been significant improvements since the last inspection. Ofsted have been informed about all persons involved in the pre-school and their suitability is assured through robust recruitment and vetting procedures. Important records are well maintained and supervision arrangements, to support the manager in his role, are developing.
- The manager values the hard work and dedication of the experienced and well-qualified staff. Morale is high and good teamwork is having a positive impact on the provision for children.
- Children settle well and form close relationships with their key persons and other staff who look after them. This helps them to feel safe, emotionally secure, confident and able to interact with visitors.
- Staff focus on ensuring that transitions for children are as smooth as possible. There are lots of opportunities for all children to play and eat together, which enables them to get to know one another and all the staff before moving into the next group.
- Partnerships with several local schools are strong. Staff invite teachers to meet and interact with the children in a familiar environment. This helps to boost children's confidence in preparation for moving on to school.
- Staff work well with the local community, securing funding for projects and equipment to benefit the children.
- Although recently appointed members of the committee are keen to be more involved in the running of the pre-school, they are yet to embed a robust understanding of their roles and responsibilities.
- The assessments of children's progress are not monitored closely enough to help staff to provide timely and precise support in order to raise the potential for children to make outstanding progress.

What the setting needs to do to improve further

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

- make the most of opportunities for the new committee members to develop a greater understanding of their roles and responsibilities, enabling them to support the manager and staff more effectively
- focus more sharply on the assessments of children's progress to help staff make timely interventions and provide a highly effective curriculum, in order to help children make more rapid progress.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation in the playgroup room with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of the committee and of staff working in the pre-school.
- The inspector spoke with parents and committee members during the inspection and took account of their views.

Inspector
Lucy Showell

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Managers and staff have good knowledge of the signs of possible harm and neglect. They understand and follow the procedures for raising their concerns about a child's welfare with the relevant agencies. Staff carry out effective risk assessments and the premises are safe and secure. There are good opportunities for staff to enhance their professional development. They attend training events and meet regularly as a team to exchange information and share ideas for best practice. Managers and staff evaluate their practice and the activities and experiences they offer to children. They take on board the advice and guidance from other professionals and are finding ways to involve parents in making plans to enhance the provision. This helps drive improvements forward and enrich the outcomes for children.

Quality of teaching, learning and assessment is good

Key persons gather good information from parents about what children already know and can do when they start at pre-school. This helps to encourage parents to be involved in their children's learning and to establish partnerships with staff, who offer valuable support. Staff observe and assess children's progress, taking particular note of their previous abilities and varied learning styles. They use this information to provide purposeful activities that help to promote children's learning. For example, staff know which of the youngest children can already identify some animal noises. During a group activity they introduce more challenging sounds for children to match with different animal figures. Staff know all the children well. They skilfully interact with children, adapting their approach for individuals and groups of children. Older children are encouraged to share their thoughts and ideas and to lead their own learning. Staff also know when to follow children's interests, prompting them and enthusiastically talking to them and engaging them in play.

Personal development, behaviour and welfare are good

Staff are good role models. Children respond well to consistent routines, gentle reminders and clear boundaries. They are considerate, respectful and behave well. There is a strong focus on promoting children's health and well-being. Children are learning about making healthy choices and are keen to show the selection of fruits and yoghurts they have in their lunch boxes. They benefit from plenty of fresh air and exercise each day, choosing and moving between activities inside and outdoors. They climb and slide on apparatus, make bubbles in the wind, dig and plant in the garden, explore in the sand pit and experiment in the mud kitchen. Under the new canopy in the garden is a popular place to play and enables children to be outside in different weathers.

Outcomes for children are good

Children develop key skills they need in readiness for their future learning and leave pre-school well prepared for school. Children are becoming increasingly independent in taking care of their own needs. They access a range of resources, confidently make choices about what they would like to do and play happily together. Children enjoy being the 'helper' for the day. They ring the bell to attract their friends' attention and are keen to let everyone know when it is time to tidy up.

Setting details

Unique reference number	224157
Local authority	Shropshire
Inspection number	10078694
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	42
Number of children on roll	32
Name of registered person	Oswestry Methodist Church Committee
Registered person unique reference number	RP522283
Date of previous inspection	12 September 2018
Telephone number	01691 655879

Oswestry Methodist Church Pre-School registered in 1993. The pre-school employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday, during term time only. Sessions are from 8.30am until 3pm. The pre-school receives funding to provide free early education for two-, three- and four-year-old children.

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