

Inspection of St Oswalds Pre School Group

Rubery Community & Leisure Centre, Holywell Lane, Rubery, Rednal, BIRMINGHAM
B45 9AD

Inspection date:

14 September 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children arrive happily at the pre-school and are greeted by warm, kind and caring staff. Most children demonstrate high levels of confidence, which shows that they feel safe and secure. Where children require more emotional support because they are new to the pre-school, staff are forthcoming with offering comfort to help them to settle quickly.

There are inconsistencies in the quality of teaching. Children enjoy making play dough. They measure ingredients into cups and staff model mathematical language, such as 'heavy' and 'half'. Children are supported to count how many cups of different ingredients they pour into their mixture. Staff help children to learn new vocabulary when mixing the dough, such as 'squidgy' and 'sticky'. Other children are supported to weigh and count objects using balancing scales. Staff ask children questions to help develop their problem-solving skills. However, in contrast to this, when children play outdoors, staff do not consistently provide the same quality of interactions and support for children. Some children struggle to engage and spend time wandering aimlessly. Staff, generally, take a supervisory role while children explore freely. They are not responsive to children's emerging interests. This means that children who prefer to learn outdoors do not receive the same quality of education and their learning opportunities are limited.

What does the early years setting do well and what does it need to do better?

- Managers have designed an ambitious curriculum that is focused on supporting children's learning and development to prepare them for the next stage of their learning. Staff share the managers' vision. However, the quality of educational opportunities provided for children is variable.
- Children benefit from learning opportunities across the seven areas of learning and development. They develop physical skills through the use of tools to transport compost and water. Children practise their gross motor skills as they learn to ride scooters and bikes outdoors. This helps them learn to control their bodies.
- Key persons know children well. They help build settled relationships with children. However, key persons do not consistently ensure that children receive learning opportunities that are tailored to meet their individual needs. For example, they do not identify what the most-able children need to learn next. Consequently, they do not plan challenging experiences to help all children make the best possible progress in their development.
- There is not enough support for children who have developmental concerns or special educational needs and/or disabilities (SEND). Although staff identify gaps in children's learning, they do not implement successful strategies to help them make sufficient progress in their learning and development. Managers have not

accessed support from other professionals in a timely manner to help support their needs. As a result, these children sometimes struggle to engage, and their needs are not consistently met. This means they are at risk of falling further behind in their development.

- Children, generally, behave well. They understand the expectations that staff have of them. They show respect for resources and share with their friends. Children play cooperatively with each other as they roll hoops to their friends to catch. This helps to support their personal, social and emotional development.
- Parents speak highly of the pre-school. They comment positively on their child's experiences and state that staff are approachable and friendly. However, parents are not provided with accurate information about who their child's key person is. This impacts on the effectiveness of partnership working with parents to help meet children's individual needs.
- Staff promote children's health and hygiene well. Children are encouraged to wash their hands regularly and before snack and mealtimes. They are able to choose what fruit they would like at snack time and are offered milk or water to drink. Children are provided with continuous access to the outdoor environment for fresh air and physical activity.
- Staff receive regular supervision from managers. However, supervision does not focus on addressing the inconsistencies in teaching and practice. The manager has not identified specific training needs for staff to help raise the quality of teaching to at least a consistently good level.

Safeguarding

The arrangements for safeguarding are effective.

Staff and managers understand their responsibilities to keep children safe. They provide a safe and secure environment for children. Staff keep their safeguarding knowledge up to date and are alert to signs that may indicate a child is at risk of possible abuse. They understand their responsibilities to protect children from wider child protection issues. Staff and managers know the procedures to follow to report concerns of a safeguarding nature to local safeguarding partners. There are effective systems in place to assess the suitability of staff who have regular contact with children.

What does the setting need to do to improve?

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

	Due date
--	-----------------

improve the arrangements in place to provide effective support for children with special educational needs and/or disabilities	12/10/2021
improve the key-person system so that parents receive up-to-date information about who their child's key person is and ensure that every child receives tailored care and learning that meets their individual needs	12/10/2021
provide staff with effective supervision that supports them to undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves.	12/10/2021

Setting details

Unique reference number	EY370158
Local authority	Worcestershire
Inspection number	10205812
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	16
Name of registered person	St Oswalds Pre School Group Partnership
Registered person unique reference number	RP904946
Telephone number	07538775635
Date of previous inspection	1 December 2016

Information about this early years setting

St Oswalds Pre School Group registered in 2008. The pre-school is located in the Rednal area of Worcestershire. The pre-school opens 9am until 2.30pm on Tuesday, Wednesday and Thursday, term time only. There are five members of childcare staff employed who all hold qualifications at level 3 or above. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lisa Bennett

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- We carried out this inspection as a result of a risk assessment, following information we received about this provider.
- The manager and the inspector completed a learning walk to understand how the provision and curriculum are organised.
- The manager and the inspector carried out a joint observation of an activity to evaluate the quality of teaching.
- Parents and children spoke to the inspector about their views of the pre-school.
- The inspector observed the quality of teaching indoors and outdoors to assess the impact this has on children's learning.
- The inspector held a meeting with the manager and looked at relevant documentation and evidence of staff suitability.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021