

Inspection of St. Alphege Pre-school/No. 1 Club

Oliver Bird Hall, Church Hill Road, Solihull, West Midlands B91 3RQ

Inspection date:

10 May 2022

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

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

Children enjoy coming to the setting. They independently access the resources and activities which are on offer. Staff are attentive to children, and those who need extra reassurance seek out adults who are familiar to them. Consequently, children feel safe and secure.

Children love being outdoors in the forest school area. They learn how to keep themselves safe as they discuss that wild berries are good for their animal friends but not for them, as it would give them poorly tummies. Children enjoy practising their developing physical skills as they push wheelbarrows up and over ramps. They explore and discover fairies in the fairy garden or minibeasts in the bug hotel. Children are learning some skills ready for their next stage in learning. They are starting to become independent. They access healthy snacks and collect their own place mat and cups. Children pour their own drinks and tidy up after themselves.

On the whole, children behave well. However, there are occasions, especially during group activities, where children struggle to manage their own feelings. The available resources do not always meet children's individual needs. Not all children want to share and this leaves them feeling upset and they squabble with their friends. Staff do not recognise this. Some children are not heard as they try to bring this to staff's attention. This results in children leaving the activity in frustration.

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

- There have been changes to the committee and the opening hours for the setting. These changes have not been notified to Ofsted, which is an offence. In addition, new committee members have not completed and submitted appropriate forms to allow suitability checks to be carried out. However, the impact on children's safety is minimised because the new nominated individual has already undergone some suitability checks with Ofsted, and other committee members have limited responsibilities at this time.
- The curriculum is not yet fully embedded. Staff do not always know what they want children to learn next. Weekly planning meetings take place to review and assess the activities on offer. Consideration is given on how to extend and enhance children's learning. However, this does not fully consider children's individual needs. Consequently, children do not have precise next steps in their learning.
- Partnerships with parents are strong. Parents say their children are happy, staff are friendly and the setting is safe. That said, some parents are not aware of their child's next steps in learning. In addition, documentation reviewed showed there had been concerns about online safety for some children at home. The

setting can support parents further by sharing information on how to keep young children safe online.

- Staff support children's skills in communication and language. They enjoy singing songs and staff interact alongside children when they play. They ask questions which encourage children to respond in full sentences. For example, in the role play home corner, staff and children imagine they are having afternoon tea. Children are invited to talk about their favourite foods and how they are made.
- Children develop a love of books and reading. They bring alive the story of 'The Three Little Pigs' using puppets and soft toys. Children 'huff' and they 'puff' until they blow the houses down. To enhance the learning further, children make their own pretend houses. Parents provide photos of their homes. Children talk about where they live with their friends.
- Children with special educational needs and/or disabilities and children who speak English as an additional language are well supported. Flash cards with emotions or pictures of routines, such as the outdoors or the toilet, are used to help support the children in their understanding. This helps children to settle and understand what is happening next.
- Staff feel well supported and they work together well as a team. Managers are considering different ways to review practice to support staff to strengthen the quality of teaching.
- Children follow good hygiene practices. They independently wash their hands regularly. Children enjoy playing with real vegetables. They talk about how they can make vegetable soup which is healthy. When eating snack, children discuss the fruits they are eating. They say how it is good for them and relate this back to when they had caterpillars, who also enjoyed eating oranges.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of safeguarding. They recognise the signs and symptoms which may indicate a child is suffering from harm or at risk of abuse. Staff know the procedures to follow if they have concerns about children in their care. Appropriate policies and procedures are in place, including a policy about the use of technology and the internet within the setting. However, when concerns have arisen about children's online safety at home, although an appropriate record is kept, staff have not considered how to further support the parent in keeping their child safe online at home.

What does the setting need to do to improve?

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

	Due date
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improve knowledge about changes to be notified to Ofsted, in particular when committee members leave or join and any change in opening hours	20/05/2022
ensure new committee members submit appropriate forms to Ofsted to allow the required suitability checks to be completed	06/06/2022
support staff to identify more precisely children's next steps in learning and use these to provide experiences tailored to their individual needs.	17/06/2022

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

- review group activities to ensure they meet the needs of all the children
- consider ways to further support staff to reflect on the activities provided and to improve practice
- further enhance partnerships with parents by supporting them in their child's learning at home by sharing their child's next steps in learning and information on keeping children safe online.

Setting details

Unique reference number	250123
Local authority	Solihull
Inspection number	10116370
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 at time of inspection	2 to 8
Total number of places	26
Number of children on roll	104
Name of registered person	St Alphege Pre-School Committee
Registered person unique reference number	RP904762
Telephone number	07752 245423
Date of previous inspection	10 June 2015

Information about this early years setting

St. Alphege Pre-school/No. 1 Club registered in 1968. The setting employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 and above, including one with a degree in early years. The setting opens from Monday to Friday during term time. Sessions in the pre-school are from 9.10am until 12.10pm. The setting also offers out-of-school provision. This is open from 7.30am until 8.45am, and from 3.25pm until 6pm. In addition, they also offer wraparound care for children who attend the local nursery school. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Johanna Holt

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The deputy manager and the inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation of a group activity with the deputy manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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.

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