

Inspection of St Oswalds Pre School Group

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

Inspection date:

2 November 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

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

There has been some improvement to leadership and management of the setting since the last inspection. The provider has taken over the role of the manager herself and has a clearer oversight of the day-to-day operation of the setting. However, older and the most able children are not yet supported effectively to make the best possible progress.

Children are welcomed into the setting by kind and caring staff. They settle quickly at their chosen activities. Children learn how to play with their friends and are respectful towards each other. They develop meaningful relationships with staff. They are confident in approaching staff for comfort or asking for different activities. Children happily speak to visitors and share their games with them. For example, they bring visitors the play telephone and have a pretend conversation with them. This means that they are developing positive relationships with others and are emotionally secure.

Children engage in meaningful conversations with staff and their peers. They have time to think about their responses when asked a question. Most children engage in activities that help to develop their spoken language skills. They count out the pieces of a jigsaw and identify the different shapes of sequins during a painting activity.

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

- Teaching is variable. The curriculum is not balanced across all areas of learning and is not yet ambitious enough to give all children the knowledge they need to succeed in life. Although some children are supported well to achieve, older and the most able children are not supported effectively to make the progress of which they are capable.
- All staff are new to the setting. They have received induction training but have not yet had any supervision sessions. This means that the support they need to help all children make the best possible progress is limited.
- Some steps have been taken to improve the key-person system. However, the provider is not clear on which improvements to focus on so that they have the most impact for children. For example, the provider is aware that next steps have not been identified in the progress checks undertaken for children between the ages of two and three years. Therefore, effective support is not in place to help these children to move on to the next stage in their learning.
- Children choose activities they are interested in and are joined by staff in their play. However, staff do not support them to extend their play enough, to develop their skills further. For example, children learn about the size of brushes during a painting activity but are not encouraged to compare the sizes between

the brushes. Some activities do not help the most able children to build on their learning enough. This limits the progress they could make.

- The key-person system is now more established. Staff know their key children well and engage in their learning with them. Consequently, children behave well. They understand routines, listen to instructions well and help their friends during snack time. Children develop a sense of right and wrong and are proud of their achievements. Staff praise children when they help each other.
- Children select stories to read and join in with singing familiar songs. They recall previous learning, such as the shapes of leaves found outside in comparison to sequins shaped like leaves. They discuss their previous artwork about leaves and speak excitedly about the conkers they found outside. However, opportunities for children to learn about diversity are limited.
- The provider is now the special educational needs coordinator (SENCo) for the setting. Relationships with the SENCo from the local authority have not been established yet. However, the provider is clear about the support she can access if any children with special educational needs and/or disabilities were to attend.
- Relationships with parents are not strong enough. Parents say their children are well settled and enjoy attending. They are aware of some of the activities children engage in. They know who to speak to if they have a concern. However, the last inspection report has not been shared with parents. This means parents are not fully informed about the quality of the provision.

Safeguarding

The arrangements for safeguarding are effective.

All staff now have a robust understanding of their safeguarding responsibilities. They are aware of signs and symptoms that may indicate a child is at risk of harm. The manager is also the practitioner designated to take lead responsibility for safeguarding children. She has ensured staff are provided with the support, advice and guidance needed in order to manage a safeguarding concern effectively, including if an allegation is made against an adult. Staff have undertaken training in the 'Prevent' duty guidance and female genital mutilation. Disclosure and Barring Services records for all staff that confirm they are suitable to work with children are easily available for inspection. The premises are safe and secure.

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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ensure all staff receive effective supervision to identify their strengths and any areas they can improve their personal effectiveness in order to help them offer quality learning and development experiences for all children	30/11/2022
ensure parents are provided with a copy of the inspection report	30/11/2022
improve the curriculum to ensure it is ambitious and well sequenced to give all children a breadth of experiences across all areas of learning and prepare them for the next stage in their learning	02/01/2023
ensure that the progress check at age two years is used effectively to identify areas in which children may require support.	02/01/2023

Setting details

Unique reference number	EY370158
Local authority	Worcestershire
Inspection number	10260854
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	22
Name of registered person	St Oswalds Pre School Group Partnership
Registered person unique reference number	RP904946
Telephone number	07956761180
Date of previous inspection	29 June 2022

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 two members of childcare staff employed, both of whom hold qualifications at level 3. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Kamaljit Jandu

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector observed the interactions between staff and children.
- Children told the inspector about their friends and what they like to do when they are at the setting.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- Parents shared their views of the setting with the inspector.

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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