

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

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

Inspection date: 2 March 2023

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children have the time and space that they need to fully explore, discover and test their ideas. They feel secure and comfortable, and confidently move around deciding what to do. For example, outdoors, children ask for the umbrellas and walk along the stepping stones. Staff skilfully follow their lead. They introduce concepts such as balance and use a rich range of language. Children show high levels of sustained engagement during circle time. Each child is given the time that they need to share their news, including those who are less confident. Children eagerly talk about the codes of behaviour in place as they are inspired by the visual aids used.

Children become deeply involved during a story session as they are enticed to name and count the various real fruits and foods linked to the story. Children practise new skills and test their knowledge as activities are often repeated and adapted to help them to experiment further. For example, children use pipettes filled with water and hammers to melt and break ice, and learn about the healthy and unhealthy food they find. The appealing outdoor environment further motivates children to discover. For example, children are eager to find insects, and learn how to be caring and kind. Others work together to roll large tyres and consider concepts such as size and weight.

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

- The leadership team has effectively addressed the actions and recommendations raised at the last inspection. There are robust systems in place to ensure that all committee members and staff are vetted and suitable, and Ofsted informed of any significant changes. All staff have received training. They competently observe children and regularly assess their progress. They effectively use this information to help to identify next steps in children's learning and share this information with parents. This strengthened partnership working helps to involve parents in their children's learning and helps them to better support their learning at home.
- The educational programmes and environment are shaped with children's needs in mind and to prepare them for the local school nursery. There is a clear emphasis on providing play both indoors and outdoors to help to promote children's well-being, development and learning. Staff place a prime focus on supporting children to develop their confidence and ability to make choices, and their exploration of the rich range of experiences on offer.
- The settling process for children who are new is tailored to each child's individual needs. Staff work closely with parents to pinpoint children's starting points, and quickly identify any children who may benefit from additional support. They make swift referrals to other agencies and professionals to ensure that children

receive the support that they need to help them to progress.

- Staff help children to learn about their similarities and differences. For example, children are encouraged to taste foods that they are unfamiliar with and enjoy clothing, music and dance from different cultures. Children who speak English as an additional language make good progress from their starting points. However, staff do not provide enough opportunities for children to use their home languages to further support their learning and children's understanding of other languages.
- The manager has developed a strong culture of reflective practice. Staff evaluate the activities provided daily and adapt them to challenge children's learning. Staff benefit from supervision sessions and training to help to increase their skills and knowledge. The manager regularly monitors the quality of teaching to ensure the quality of teaching is good. However, on occasions, some staff interrupt children's play by asking too many questions.
- Promoting children's emotional well-being is a clear priority. Partnerships with the local school nursery and other settings that children attend are strong. For example, staff share useful information about children's personalities, friendship groups and their development. This helps to support all children's emotional well-being and education, including those attending the wraparound care and club.
- Feedback from parents is positive. They report that their children make good progress, and are impressed by how well staff know their children and meet their care and medical needs. They value the detailed information that they receive about their children's day and development.

Safeguarding

The arrangements for safeguarding are effective.

There are clear and effective arrangements in place to ensure that staff have a secure knowledge of child protection issues and the procedures to follow. All committee members and staff are inducted to ensure that they are clear about their roles and responsibilities. There are robust systems in place to ensure that members of the public, who also use the building, do not have access to children. Children are protected and helped to keep themselves safe as they walk to and from the local school and the forest school area. Staff work closely with parents and children to teach them about internet safety.

What does the setting need to do to improve?

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

- provide increased opportunities for children who are bilingual or speak English as an additional language to use their home language to further support their learning, and help all children to value other languages

- build further on staff professional development opportunities, particularly for new staff, to help to sustain and build on the good quality of teaching achieved.

Setting details

Unique reference number	250123
Local authority	Solihull
Inspection number	10244018
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 7
Total number of places	30
Number of children on roll	73
Name of registered person	St Alphege Pre-School Committee
Registered person unique reference number	RP904762
Telephone number	07752 245423
Date of previous inspection	10 May 2022

Information about this early years setting

St. Alphege Pre-school/No. 1 Club registered in 1968. 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 7.45am until 8.30am, and from 3.30pm until 6pm. In addition, they offer wraparound care for children who attend the local school nursery from 11.30am to 6pm. The pre-school provides funded early education for two-, three- and four-year-old children. The setting employs eight members of childcare staff. Of these, one holds an early years qualification at level 6, five hold a qualification at level 3, one holds a qualification at level 2, and one is unqualified.

Information about this inspection

Inspector

Parm Sansoyer

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 inspector and the manager completed a learning walk together to gather information about the experiences provided.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working at the setting.
- The inspector spoke to staff, children and parents at appropriate times during the inspection.
- The inspector took into account the views of parents.

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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