

Inspection of St Margaret's Pre-School (Olton) CIO

St Margaret's Pre-School at Chapel Fields, Chapel Fields Children's Centre, Lyndon Road, Solihull, West Midlands B92 7QF

Inspection date: 3 May 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The manager and staff team work hard to provide an interesting and stimulating environment for the children in their care. Children are eager to arrive and enthusiastically get involved in play with their peers. Staff ensure that all children receive a warm welcome. When children struggle to separate from their parents, staff provide nurturing support that meets their individual needs. Staff prioritise children's emotional well-being across the setting. They skilfully utilise cosy areas and dens as they support children to settle and become calm. Throughout the day, staff enable children to make independent choices about the experiences they engage in and the resources they use in their play.

Children behave well. Staff support them to understand about emotions and being kind to their friends. For example, they skilfully enable children to use timers in order to take turns. Children respond positively to staff and to their peers. Staff listen to children about what they find interesting and would like to learn. They incorporate this into their planning, which supports children to focus and enjoy the learning. Staff make connections between experiences to build on what children already know and can do. For example, children have the opportunity to plant, paint and share books about sunflowers.

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

- The manager and staff team have developed a broad and balanced curriculum. Children make good progress from their starting points across all seven areas of learning. Staff use careful observations of children to plan well for their learning and development. Their intentions for children's learning are clear. Staff deploy themselves effectively to ensure children are engaged and focused on their chosen activities.
- The manager and deputy are reflective and exceptionally supportive. Staff report that they feel valued and respected. Managers involve staff in decision-making and developing the provision for children. The staff team work well together and communicate highly effectively. This impacts positively on the day-to-day running of the setting.
- The experienced special needs coordinator (SENCo) supports staff to identify any concerns about children's development. She works in strong partnership with parents and other professionals. This ensures that children receive appropriate support promptly, thus helping them to make the best possible progress. The SENCo works closely with schools to ensure a smooth transition for children with special educational needs and/or disabilities.
- Children enjoy active play. They have constant access to the outdoor learning environment throughout the day. Staff are enthusiastic about supporting children's outdoor learning opportunities. They encourage children to develop

their own ideas as they lift and shift equipment. This also helps children to develop their strength and stamina.

- Staff role model turn taking and extend children's vocabulary through play. They take time to share books and stories in small groups when children request this. However, staff do not place emphasis on routinely leading and encouraging singing, rhythm and rhyme during the day. This prevents further development of children's communication skills and opportunities for them to make more rapid progress.
- Staff skilfully support children to develop their independence. A calm and unhurried approach to self-care enables children to persevere with tasks. Staff offer helpful cues and just the right amount of support. Children competently get themselves ready for outdoor play by putting on their wet weather gear independently.
- Staff recognise and respond to children's joy in their learning. They support children to engage in collaborative play and praise their turn taking and sharing. For example, staff narrate children's play as they spend time focusing on designing and building tall structures using magnetic blocks. Children are delighted with their creations and are extremely keen to capture images using the digital cameras.
- Parents are thrilled with the setting. They comment on the nurturing relationships that staff develop with their children. Parents feel well informed and involved in their children's learning and development. They particularly like the home library, and the activities that they can extend at home. Parents appreciate the opportunity to talk to their child's key person during informative parents' evenings.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- review and strengthen opportunities for singing, rhythm and rhyme in order to further support children's communication and language development.

Setting details

Unique reference number	EY491056
Local authority	Solihull
Inspection number	10335117
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	39
Name of registered person	St Margaret's Pre-School (Olton) CIO
Registered person unique reference number	RP534728
Telephone number	0121 572 5600
Date of previous inspection	5 June 2018

Information about this early years setting

St Margaret's Pre-School (Olton) CIO registered in 2015. The pre-school employs seven members of childcare staff. All staff hold relevant childcare qualifications at level 3 and level 5. The pre-school operates from 8.30am to 6pm, Monday to Friday during term time. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lisa Gadsby

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The manager, and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation during snack time.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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