



Our Lady's Pre-School

Inspection report for early years provision

Unique Reference Number	134001
Inspection date	13 November 2006
Inspector	Dorcas Forgan
Setting Address	Oxford Road, Cowley, Oxford, Oxfordshire, OX4 2LF
Telephone number	01865 749629
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Registered person	Our Lady's Pre-School
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Our Lady's pre-school has been in operation for approximately 18 years and is housed in a classroom of Our Lady's First School, in Cowley, Oxford. The pre-school is managed by a committee of volunteers. The pre-school is near to the Oxford ring road and Cowley shopping centre. A maximum of 24 children may attend the pre-school at any one time. The pre-school is open each weekday from 08.45 to 11.15 and from 12.30 to 15.00 Monday to Friday during term time. Children have access to a secure enclosed outdoor play area.

There are currently 41 children aged from two to five years on roll. Of these, 33 children receive funding for nursery education. The pre-school supports children with physical and learning difficulties and for whom English is an additional language.

The pre-school employs five members of staff; of these three hold appropriate early years qualifications and one member is working is towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because practitioners follow current environmental health and hygiene guidance, policies and procedures very effectively. All of the staff have recently completed first aid training, and the required documentation is in place. The pre-school is clean and attractively presented; the staff follow very good hygiene routines to prevent the spread of infections. Children are beginning to understand good health and hygiene practices and with support and guidance from the staff they are gaining independence in their personal care. They follow good hand washing procedures and are learning to cover their mouths when coughing.

Children have healthy nutritious snacks. Staff provide a variety of foods, which are suitable for the children. These include fresh fruit, vegetables, cheese, and biscuits. Children also have opportunities to make their own sandwiches. They choose which drinks they prefer either milk or juice and pour them independently. Children who sit with an adult enjoy discussions and benefit from reminders of good manners. Children request additional drinks, as they need them. In the summer jugs of water and beakers are available for children to help themselves, as they feel necessary. They are learning to respond to their bodies needs.

Children enthusiastically take part in physical activities in the fresh air. They have daily use of the outside area with an all weather service, where they can practise, climbing, sliding, balancing, riding bikes and pushing prams. They take part in a very good range of additional activities such as sand and water chalking on boards, imaginary play under the gazebo and in the play house and investigating the compost. Children regularly take part in physical activities in the school hall to extend their skills.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming, secure and safe environment where staff organise the space very well. They take positive steps to promote safety through good deployment of staff. Risks of accidental injury are reduced as the committee carry out annual comprehensive risk assessments, the staffs daily risk assessments are not formally recorded. There are very effective security procedures in place for example at the end of the sessions with the collection of the children.

Children use a wide range of suitable, safe equipment. They move around freely between the activities choosing what they would like to play with from those presented to them. They also have free access to a wide range of additional activities, which are stored around the room such as train tracks, zoo animals and maths equipment. Children are learning to keep themselves safe and to consider others; staff remind them not to run inside, and to be careful when playing

with the sand that they do not flick it at others. Children regularly practise the emergency evacuation. One of the fire blankets is out of date.

Children are well protected by staff that are confident in their knowledge of child protection policies and procedures, all have attended training along with the school staff. The procedures to be followed if an allegation is made about a member of staff or a volunteer are not fully understood.

Helping children achieve well and enjoy what they do

The provision is good.

The majority of the children enter the pre-school enthusiastically; some are still a little unsure and receive support and guidance from the staff. They all feel welcome as they are greeted individually. Children are forming good relations with the staff. Older children are very confident and make good friends. Such as the boys who sought each other out and played various activities together. Youngest children join in with all the main activities that are on offer, some of the resources are adapted to their ages and skills. They are becoming familiar with making choices; they are all beginning to gain independence.

Nursery Education

The quality of teaching and learning is good. Children participate fully in activities, which are interesting and hold their attention. The majority of the staff have many years experience and have a competent understanding of the Foundation Stage. Planning is effective and ensures that all areas of learning are included. Observations are made of the children to record their achievements and to complete the children's profiles. The profiles do not record the children's next steps of learning.

Children are curious and ready to explore. The daily routine of the pre-school is well organised to maximise the amount of time children can spend at their chosen activities. They are able to complete activities to their own satisfaction. Children are learning how to behave in a group such as sitting quietly whilst they listen to other people talking. They take pride in learning to care for themselves such as putting on their own coats and washing their hands. They enjoy being included in the school activities for instance the school assemblies and seeing the older children especially in the playground. Children are gaining confidence; some stand in front of the group of children to share their news. All are learning to recognise their own names, several of the older children can write them independently. They become very involved in the stories such as 'The big hungry bear' and enjoy anticipating what will happen. They are beginning to concentrate very well. Children are gaining good pencil control. They are not offered the opportunity to practise mark making in other situations such as in the role-play areas.

Children are beginning to use mathematics in every day play such as counting the trains on the track. They participate eagerly in action songs, counting their fingers as they go. They are starting to learn about shapes, spaces and weight. Children explore an interesting range of media such as compost with pots and rakes. They design and construct objects with Duplo and make their own paper crowns, which they decorate with a variety of shiny resources. The role-play areas are used frequently by children who imagine themselves in shopping situations,

cares for babies and serving in a restaurant. Children are gaining good manipulative skills and hand eye co-ordination as they use one handed tools such as small paint brushes, cutters and chinks and squeeze and role out the play dough.

Helping children make a positive contribution

The provision is good.

Children are cared for by staff who work with parents to meet individual children's needs and to ensure they are fully included in the life of the setting. Children are developing self-esteem and respect for others views as they learn about their own and other children's religions and cultures. This is enhanced through practical experiences like learning how to wear a Sari and tasting foods from other countries. Children access a wide range of resources, which promote positive images of the wider world. There are good procedures in place to identify and work with children who have physical or learning difficulties. Spiritual, moral, social and cultural development is fostered.

Children behave very well; they are beginning to understand responsible behaviour. Staff have realistic expectations of the children and provide extra support and guidance when necessary, and they are good role models. They provide a positive environment where children learn self-discipline and to share and take turns.

Partnership with parents is good. Parents are provided with very good information about the group and the care their child receives. This is done through daily personal contact, newsletters, the notice board and frequent parents evenings. Children are very keen to take reading books home daily to share with their parents. The positive relationship reinforces children's sense of belonging and ensures confidence in the setting.

Organisation

The organisation is good.

The good organisation of the space available, the deployment of staff and the routine contribute to the children's good health, safety and enjoyment. The committee of volunteers manage the staff and carry out competent recruitment and vetting procedures for the protection of the children. The committee and manager have reviewed the policies and procedures to ensure they are relevant. All are committed to improvement.

Leadership and management is good. The manager provides a very good role model with clear aims and objectives for the pre-school. The dedicated staff are very well motivated and work co-operatively, together. Staff have annual appraisals at which training needs are identified and planned. Staff evaluate the activities to make sure learning intentions are achieved. The curriculum is delivered successfully for all children through interesting activities. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

The last Children act inspection recommended that the pre-school should improve the programme of opportunities offered to the younger children and develop strategies to promote

a positive environment where children learn about appropriate behaviour. Staff have attended training to refresh their knowledge of the youngest children's needs and new equipment has been purchased to ensure that their needs are met in full. Deployment of staff, especially at group times has been revised and praise is used effectively so that children understand what is appropriate behaviour. It was also recommended that accidents should be recorded confidentially. This is now done by using a duplicate book with one page to each accident. Confidentiality is maintained.

Following the Foundation Stage inspection key issues raised were that further opportunities should be made for children to develop counting skills and explore sounds, and that a staff appraisal system should be developed to contribute to the assessment and evaluation of the provision. Staff ensure that counting activities and songs are included at every session and the children have frequent opportunities to use musical instruments. An appraisal system has been developed for the staff which is used as part of the monitoring system of the provision to ensure the children's needs are being met.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure all are aware of the procedures to be followed if an allegation is made against a member of staff or volunteer
- develop risk assessments further so that they are formalised
- ensure fire control equipment is in good order

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- provide further opportunities for children to practise making marks such as in the role play areas
- develop the children's records of achievement to show areas of future learning

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk