

# Our Lady Of Pity Pre-School

Inspection report for early years provision

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**Unique reference number** 306445  
**Inspection date** 10/12/2008  
**Inspector** Mike Wainwright

**Setting address** Our Lady of Pity RC Primary School, Rigby Drive, Wirral,  
Merseyside, CH49 1RE

**Telephone number** 0151 677 6813

**Email**

**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

## Description of the setting

Our Lady Of Pity Pre-school opened in 1992. It operates from a large room within the infant block of the Our Lady Of Pity school in Greasby on the Wirral peninsula. The room is sub divided into designated areas of play. Children have access to a secure, enclosed, outdoor play area which is shared with the adjoining reception class at the school.

A maximum of 24 children may attend at any one time. The setting is open five mornings each week, Monday to Friday, and Tuesday and Thursday afternoons during school term time. Sessions are from 09.00 to 11.40 and from 12.45 to 15.15.

There are currently 35 children from two to four years on roll. All three and four year old children receive funding for nursery education. Children attend for a variety of sessions.

Four part time staff work with the children. All have early years qualifications. The setting receives support from an Early Years Foundation Stage consultant (Sure Start). The setting is registered on the Early Years Register.

## Overall effectiveness of the early years provision

Adults take exceptional care of all children in the Early Years Foundation Stage (EYFS). The warm and comfortable environment reflects a happy atmosphere where all staff ensure that children feel safe, enjoy their learning and so make good progress overall. Parents are full of praise for the way in which their children enjoy attending and have great confidence in the staff to meet children's individual needs. Even so, they do not have regular enough opportunities to discuss their children's progress with staff. There are good opportunities to link with the adjoining reception class but this also results in some limitations on the time children have to use the shared outdoor area. Strong leadership demonstrates the setting's good capacity for continuous improvement.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve the provision for children' learning outdoors
- provide more regular opportunities for sharing information with parents about their children's learning

## The leadership and management of the early years provision

Effective management ensures that, while all staff have individual responsibilities, they also work very well together as a cohesive team. They all provide the best for

the children and undertake continuing professional development. There are appropriate vetting checks on all adults to ensure their suitability to work with children and leaders are aware of the strengths of their team. There have been changes since the last inspection with some new members joining the management committee. They currently offer strong support as, for instance, they very successfully raise funds for the pre-school.

Parents speak highly of the setting. Most, but not all parents, provide information about their children prior to them starting at the pre-school. Practitioners pass information to parents about children's progress but there is no regular two-way sharing of children's achievements and children's progress is not always recognised and shared as early as it might be. Practitioners maintain up-to-date records relating to the children's health and safety.

Managers clearly understand the setting's strengths and how these can develop to improve current provision because self-evaluation is so accurate. Children's happiness is a very high priority and the excellent relationships reflect this. All children are fully included and there is very clear awareness of the different needs of individual children. Staff take every opportunity to link with the adjoining reception class of the school. For example, the benefits of these links are clear in the highly successful joint nativity play.

## **The quality and standards of the early years provision**

There is excellent use of the indoor environment with colourful displays to reflect a wide range of learning experiences and achievements. Practitioners use space well to provide for activities in different aspects of learning and so stimulate children's involvement. Children share activities well in a family atmosphere and show good imagination and enthusiasm for the activities they select when staff provide them with a choice. Adults support children well as they intervene or encourage to promote further learning. For example, staff encourage one boy to see if the marks he makes match the number of dinosaurs he collects. All children recognise their names and put their pictures away in the correct folders. Teachers also make notes to record any successes and update the progress individual pupils make. The manager has the skills to identify and provide for any children with learning difficulties and disabilities.

Children show an increasing awareness of safe and healthy lifestyles. Staff remind children to wash their hands after visiting the toilet, although most do so automatically. Children eat healthy foods, show good manners and tidy the table at the end of shared snack time. Practitioners plan for all areas of learning and adapt activities when necessary to ensure that all children participate and make the most of each learning experience. The setting shares access to the outdoor area with the main school's reception class and this limits the time they spend outdoors. As a result, children do not currently have continual access to an outdoor learning environment where they can develop their skills. Sometimes, children share the outdoor area with the reception children and they also link up for other activities. This helps the children to prepare well for when they join the main school.

Children enjoy their time here and eagerly prepare to take part in exciting activities, such as the Nativity play. Whilst dressing for their parts, they behave very well and are patient and proud of their costumes. During their excellent performances, it is hard to distinguish between them and the older children. They show confidence, enthusiasm and self-discipline, all important skills for their future success.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

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.