

Our Lady of the Wayside Pre-School

Inspection report for early years provision

Unique reference number	250105
Inspection date	27/11/2008
Inspector	Ron Elam
Setting address	566 Stratford Road, Shirley, Solihull, West Midlands, B90 4AY
Telephone number	0121 745 2799
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 the Wayside Pre-School opened in 1993 and is managed by a voluntary committee. It operates from the church hall premises at Our Lady of the Wayside Church which is situated off the Stratford Road in Shirley, Solihull and is on the Early Years Register. It is accessible to people with disabilities. The group has the use of two halls with kitchen and toilet facilities. All children share access to a securely enclosed outdoor play area. A maximum of 30 children may attend the pre-school at any one time. The setting is open each weekday from 09.30 to 12.00 during term time only. There are currently 35 children aged from two to under five years on roll. Children come from the local and surrounding area. The setting currently supports children with learning difficulties and/or disabilities. There are ten full and part-time staff who work with the children. Of these, over half hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Our Lady of the Wayside is very effective in helping every child to make outstanding progress. It ensures, in an inclusive setting, their welfare and learning and development needs are met, no matter what their individual needs are. The staff have a good understanding of what the children can do when they first arrive and they continually monitor and record the work of the children. This enables them to vary the activities and the guidance they provide to ensure that not only do the children really enjoy being at the setting, but that they make excellent progress. The setting is safe and welcoming. The manager and team show excellent teamwork, with all working together to review what they offer and to ensure they continue to improve.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- provide parents, and other settings currently working with the children, with more information on how they can help extend the learning and development of the children.

The leadership and management of the early years provision

The manager has an excellent understanding of the needs of young children and builds upon the strengths of her staff. This excellent teamwork leads to a common sense of purpose. The staff gain a good understanding of the children from their initial discussion with parents and are skilled in encouraging the children to settle. The key workers assigned to individual children record, in a variety of ways, what the child can do. This enables the children's progress to be regularly monitored and ensures that the staff know when to vary the activities so that the children

continue to develop. The setting checks that these assessments are valid by asking the nursery that the children move on to for comments on the accuracy of their findings.

Each member of staff is responsible for reviewing the effectiveness of particular areas of the setting's work. All are committed to good-quality care and to continuing improvement. They seek the views of interested parties, including the children, and they have a committee of parents to discuss their ideas as to how the setting can improve what it provides.

Parents are very happy and say that they are made very welcome and that the staff are very kind to the children who they confirm are making good progress. From displays, newsletters, daily discussions with staff and reports, the parents have an excellent understanding of what the setting provides and how well their children are doing. Nevertheless, they do not always know the best way to help their child at home to do even better.

The setting provides a very safe and secure environment. All the staff have safeguarding checks and staff have the necessary qualifications and training. The manager has appropriate skills and experience in helping children with learning difficulties and/or disabilities. Health and safety risk assessments are in place and records are kept of any allergies or medical conditions. Regular staff meetings and opportunities to go on training courses ensure that they can maintain the high level of support for the children.

The quality and standards of the early years provision

The school provides a wide range of activities related to the different areas of learning. The children are free to choose what they want to do and they are starting to develop the skills they need. Two girls were happily using the shop and buying various items with the 'money' provided. The staff also provide excellent guidance as, for example, with a boy making a face on Playdoh. The adult encouraged him to choose the facial feature he needed next (developing independence), asked him what it was called (extending vocabulary) and let him decide where to place it (developing fine motor skills). The emphasis is always to get the children to do things, not to do things for them. Excellent use is made of the outside area with children, warmly dressed, able to freely choose to use the equipment there. The staff ensure they are adequately supervised.

The children are becoming aware of the wider community. They have visits from local people, such as lollipop lady, fireman and dentist. The school builds upon the knowledge of its parents and staff. These include work on Diwali, Indian food and music and activities related to Scottish life around St Andrew's Day.

The welfare of the children is promoted very well and they learn to stay safe. There are constant reminders to wash hands after using the toilet and before eating. They are becoming aware healthy food is tasty and enjoyable and drink water whenever they want to. From the children's point of view, the emphasis is on play, leading to them enjoying being at the setting. The staff, nevertheless,

ensure that the play is purposeful, leading to the children making good progress. The children are developing their good social skills with each other and with adults and are making a noticeable contribution to the success of the setting. The range of activities and the effective guidance of the staff ensure that their developing communication and numeracy skills will stand them in good stead for the next stage of their education.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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

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.