

Our Lady's Pre-School

Inspection report for early years provision

Unique reference number 229189
Inspection date 19/10/2009
Inspector Kashma Patel

Setting address Our Lady's Parish Hall, East Meadway, Tile Cross,
Birmingham, B33 0AU

Telephone number 0121 783 6769

Email

Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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 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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Our Lady's pre-school opened in 2001. It operates from the community hall of Our Lady's Catholic Church. It is situated in a residential area close to retail businesses, in Kitts Green, Birmingham. A maximum of 38 children may attend the nursery at any one time. The Nursery is open each weekday from 9.15 am to 3.30 pm, during school term time only. All children share access to a enclosed outdoor play area. The premises is accessible on a level entrance.

There are currently 48 children on roll, aged from two to under five years in the early years range. Of these, 26 receive funding for early education. Most of the parents whose children attend the nursery live in the local area. The nursery has procedures to support children with special educational needs and/or disabilities (SEND) and who speak English as an additional language.

The nursery employs six members of staff, of whom five hold an appropriate early year's qualification. The setting receives support from the local authority and a support teacher. The setting has achieved a silver quality framework award. The setting is run by a management committee.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress towards the early learning goals due to effective interaction and communication with staff and children. The environment is well organised to promote inclusive practice, where children's individual needs are fully met and supported. Robust and effective policies and procedures ensure the safety and the welfare of all children. Effective partnerships between providers, parents and other agencies are well established to promote positive outcomes for children in their education. A process for reflection and self-evaluation is in place which helps to identify clear targets for future improvement.

What steps need to be taken to improve provision further?

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

- develop further systems to identify children's individual starting points to enable to plan for their next stage in their development.
- improve the process for self-evaluation to ensure it includes feedback from children.

The effectiveness of leadership and management of the early years provision

Management and staff have a clear understanding of the importance of safeguarding children in this well organised pre-school setting. Staff undertake

regular training that helps them to keep up-to-date with regard to recognising any signs that may cause concern and the procedures to follow to keep children safe. Effective recruitment procedures are in place, which ensure children are cared for by appropriately qualified and vetted staff. Effective induction procedures ensure staff and students are familiar with the setting's policies and procedures, which means they can implement them effectively in practice. All required documentation that promotes children's health, safety and well-being is in place. A detailed risk assessment is in place for the setting and local outings. Staff also carry out daily checks to all areas before children are able to access. The management ensure staff are vigilant at all times by testing them. For example, they leave work tools in the garden for staff to find them. This ensures children's safety is well promoted.

A system for self-evaluation is in place, which has identified areas for future improvement such as developing a free-flow system between the indoor and outdoor area. Staff regularly seek comments from parents through questionnaires, however, the system does not include children's views of the provision.

Furniture, equipment and resources are of high quality and are age appropriate to support children's learning and development in all areas. There is an excellent range that includes toys which reflect the wider community which helps children to learn about other faiths and cultures. Resources are stored at children's levels to promote free choice and independence. As a result, children are occupied and thoroughly enjoy their time in the setting. Children also help choose toys to put out on tables and on the floor, this promotes their self-esteem and gives them a sense of belonging.

Staff develop strong relationships with parents. They are encouraged to support their children through a parent rota system. Policies and procedures are kept in the reception area where further information is displayed on the notice board. Regular newsletters and daily diaries ensure parents are kept well-informed of their children's progress. Parents find staff to be friendly and approachable and are very happy with the progress made by their children. Staff work with other providers, such as childminders who collect and care for children. This means, that children continue to make good progress in their learning due to effective communication.

The quality and standards of the early years provision and outcomes for children

Children are happy and well cared for in a safe, well-organised environment. They learn to keep themselves safe as they use tools such as scissors carefully, and know that they must not run inside or they may fall. Children take responsibility for their own safety as they help staff check the garden before they can access it.

Staff have a good knowledge and understanding of the Early Years Foundation Stage (EYFS). They make regular observations of children which they use to plan for the next steps in learning. Staff collect information on children's starting points, however, this information is not used consistently to plan for individual children. This means that some children's progress towards the early learning goals is not monitored effectively. Learning journeys are in place to assess children's progress

which cover all six areas of learning with photographic observations and samples of their work. Both parents and children are able to access these folders freely as they are stored at low-level. Children were proud to show and talk about their work and could recall past activities which they enjoyed. Children have daily opportunities to learn and practice their skills in counting. For example, at registration they count the children and talk about the date and weather outside. Children discuss the changing season as they talk about the colour of leaves falling on the ground and collect acorns and conkers for their display table which they examine closely at their own leisure.

Children learn about festivals through role play activities and displays. For example, staff have created an area where they had draped black nets with spiders to promote children's awareness of Halloween. Dressing-up clothes include witches outfits along with hats and broom sticks. Children enjoy mixing potions and plastic spiders in the cauldron, which promotes their imagination and also helps them overcome any fears they may have about the festival. Children learn about Diwali through displays and activities. For example, they paint tea light holders and sprinkle glitter on them. Staff reinforce their awareness by talking to the children about the 'Festival of Lights' during the session.

Staff promote children's health and follow clear hygiene procedures. For example, tables are cleaned with an antibacterial spray before snack time. Children adopt good personal hygiene routines as they independently wash their hands before snack time. They use the liquid soap and paper towels provided, which helps protect them from the risk of cross infection. Children learn to make healthy choices as they enjoy a variety of fruit and vegetables at snack time. They freely access the snack table when they want and choose drinks and fruit of their choice. Packed lunches are provided by parents, who are informed by staff of suitable contents to provide for their children, along with a cooling aid to promote their health. Children access the outdoor area daily where they enjoy a wide range of activities to promote their physical skills as well as their imagination. They develop skills as they peg the washing on to a line and investigate bugs using a magnifying glass. Skills for the future develop as they take pictures using the digital camera and inform staff when the memory card is full. They enjoy activities where staff place pictures of animals in the garden for children to find and tick off their list. This enables them to work cooperatively with their peers.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	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

