



## **Our Lady Of Pity Pre-School**

Inspection report for early years provision

<b>Unique Reference Number</b>	306445
<b>Inspection date</b>	04 October 2005
<b>Inspector</b>	Sylvia Cornock
<b>Setting Address</b>	Rigby Drive, Greasby, Wirral, CH49 1RE
<b>Telephone number</b>	0151 677 6813
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<b>Registered person</b>	Our Lady of Pity Pre-School Committee
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 outstanding.

### WHAT SORT OF SETTING IS IT?

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 peninsular. The room is sub divided into designated areas of play. Children have access to a secure enclosed outdoor play area.

A maximum of 20 children may attend at any one time. It is open five mornings Monday to Friday during school term time. Sessions are from 09.00 to 11.40.

There are currently 20 children from 3 to 4 years on roll. All children receive funding for nursery education. Children attend for a variety of sessions. There are currently no children with special educational needs or who speak English as an additional language.

Five part time staff work with the children. All five have early years qualifications. The setting receives support from a mentor teacher from the local authority and the reception class teacher.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children develop a very good awareness of the benefits of a healthy diet, through the varied activities, for example, topics such as healthy eating and tasting food from other countries. They have good access to drinking water and fluids throughout the pre-school session. The children have a broad and varied range of well balanced snacks, including fruit and vegetables, which meet their individual needs well and are of good nutritional value.

The children learn about the importance of being healthy through effective hygiene practices and clear consistent routines. They are aware, for example, of washing their hands before snack time and after messy play. The children confidently use paper towels when drying their hands and talk about germs. There are well written procedures in place for the administration of medication and protecting children from the spread of infection. Comprehensive records of medication and accidents are clearly maintained. All dietary needs are well documented. Very good practices and high standards of hygiene throughout the pre-school significantly enhance children's health and well-being and prevents the spread of infection.

Children's physical development is extremely well provided for. They have daily access to an extensive range of physical play activities. They show excitement as they competently climb, balance, travel over, under and through and skilfully change speed and direction as they enjoy the newly constructed outdoor play area. Children develop confidence when using the variety of equipment offered, staff are able to skilfully balance the supervision of children and equipment with the need to allow children to take risks and develop skills such as climbing and using balancing equipment. They are given wide and varied opportunities to freely choose from equipment to stimulate development, such as ride on toys, imaginative toys, balls and hoops. Children have daily exercise through participating in various activities, such as, nature walks within the vast grounds, ball games, sports activities and dance. Children develop competent small physical skills through access to an extensive range of equipment and activities. They competently use scissors, a computer keyboard and mouse, a variety of craft materials when being creative, writing materials and join together pieces when using the wide variety of construction equipment. They are given wide and varied opportunities to freely choose from equipment to stimulate development, such as ride on toys, imaginative toys, balls and hoops. Children have daily exercise through participating in various activities, such

as, nature walks within the vast grounds, ball games, sports activities and dance.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children learn some awareness of danger and are developing knowledge about how to protect themselves from harm. Staff have a very good understanding of how to achieve a balance between freedom and setting safe limits, and how to involve children effectively in organising their environment. Risk of accidental injury to children are minimised because staff are extremely vigilant and use thorough risk assessments to reduce potential hazards. Children learn to keep themselves safe through discussion with staff, for example, about the importance running only in the designated outdoor play area because of the danger of hurting themselves or others.

The pre-school uses space well and provides a welcoming atmosphere, which enhances safety and helps children settle. Children's work is displayed helping to develop their sense of belonging. The room is arranged well to provide different areas for play, rest and snacks. Children are able to move around safely in the well organised environment. They have access to a very good range of clean, safe and well maintained equipment in each learning area. Toys and equipment are of a very high standard and are suitable for different ages and abilities, meeting children's needs effectively. Children develop independence as they select from the easily accessible equipment.

Staff understand their responsibilities to maintain a safe environment and have a good understanding of the procedures to be followed regarding child protection. However, the written policy and procedure omits to include the relevant telephone numbers of the local police and social services, which compromises children's safety and welfare.

### **Helping children achieve well and enjoy what they do**

The provision is outstanding.

Children enjoy their time in the pre-school, they are extremely confident, motivated and self-assured. They achieve well because staff are highly skilled and use their exceptional understanding of early years guidance, such as Birth to three matters and the Curriculum guidance for the foundation stage, to provide high quality care and education.

Staff establish positive relationships with children, helping those who are new to settle, making them feel secure and show sensitivity to their individual needs. All children arrive happy and eager to participate. Close and caring relationships increase children's sense of trust and help them develop a strong sense of self. Early communication skills are extremely well supported through high quality adult-child interactions.

Children begin to make sense of the world and express their ideas as they join in a

diverse range of exploratory and sensory experiences, for example, talking about autumn, comparing and feeling leaves. They are excited and vibrant as they engage in making animals that hibernate from clay and hiding them under the leaves in their well decorated exhibition of items they have brought in to complement the autumn table.

#### Nursery Education.

The quality of teaching and learning is outstanding. Staff communication skills are excellent, they support children in their learning through inspiring and innovative activities which helps children make very rapid progress. The well planned programme of activities ensure children's individual learning potential is developed and assessed with the utmost priority, significantly enhancing all aspects of learning and their progress. Children are captivated and actively contribute to the wide range of varied and interesting activities planned, for example, staff attended a course the previous evening on 'sign language' they captured the children's interests as they demonstrated how we say 'tree' without speaking, children were eager and enthusiastic in responding by copying the action. This also complemented the theme of autumn and trees.

Children are extremely imaginative. They make sense of the world around them in the stimulating outdoor area and create exciting, individual art and craft work as they design their fish using a variety of exciting materials. They are inquisitive, for example as they peep under the leaves to confirm the animals are still hibernating.

Children are secure in the routines of the pre-school and co-operate with enthusiasm as they engage in role play. They are becoming extremely confident as they talk and express ideas at news sharing time. All children use marks readily to represent their ideas and older children are adept at writing their own names. Excellent use of visual symbols and labelling develops children's understanding of letters to form words. Children enthusiastically select a book from the well resourced book area to take home and share with parents.

Children work well together. For example, younger children learn how to tidy toys away with the guidance of the older children directing them to ensure the contents label is visible. Children show great skill and use the computer equipment exceedingly well. They gain confidence in using numbers in their play and respond enthusiastically to challenges to extend their mathematical vocabulary and skills on planned activities and daily routines. Children's physical skills are developed extremely well through regular use of the excellent attractive and innovative range of outdoor and indoor equipment.

Staff are extremely confident and self-assured, they work exceedingly well together, know each others strengths, where they are to be deployed, which contributes to the vibrant and superb running of the daily routine inspiring and enhancing all aspects of children's learning. Staff are perceptive to children's interests during self-initiated play and use questions very successfully to challenge children's thinking and language skills. They use highly effective systems and are rigorous in the observation, monitoring and recording of children's achievements and plan experiences that help children take the next step in their learning.

## **Helping children make a positive contribution**

The provision is outstanding.

All children are welcomed into the pre-school, they play a full part in the pre-school because staff value and respect their individuality and the family context for each child. They have extensive opportunities to learn about themselves, each other and the world around them. This is achieved through planned activities, visitors to the pre-school and outings to local places of interest, for example, taking part in a 'toddle' to raise money for others. This positive approach ensures children's spiritual, moral, social and cultural development is fostered appropriately.

Children's behaviour is exemplary, they are polite, caring of one another, they help each other, share and take turns. Staff act as good role models, they give children plenty of praise and support for their efforts and achievements, showing respect and consideration for children and each other. They have high expectations and set boundaries which helps children to negotiate with others and take responsibility for their own behaviour. Children's understanding of right and wrong is increased as they respond to gentle reminders to care for their environment, the pre-school resources and each other.

Partnership with parents and carers is outstanding. An excellent partnership with parents contributes significantly to children's well-being in the pre-school. Parent's views about their child's needs and interests are actively sought before the child starts the setting, and on a regular basis throughout their time there. They are given superb information on the curriculum guidance and areas of learning. Good written information, posters and displays give a wealth of information enabling parents to read on a daily basis, this gives them an excellent insight into the activities and what children are learning. Parents take an active role in supporting their children and the staff by bringing in items from home to contribute to the themes and activities. Children benefit greatly from the involvement of their parents in projects which contribute to their good health, safety, development and learning.

## **Organisation**

The organisation is good.

The organisation is good. Children benefit from highly qualified and skilled staff who are effectively inducted and who regularly, reflect, monitor and improve the quality of care and education.

The leadership and management is outstanding. The person in charge, along with all staff work effectively together to ensure that children are provided with high quality care and education. The excellent relationships between the committee and staff ensure the pre-school offers a rich, varied and imaginative environment for all children. The committee are extremely supportive and approach their duties with utmost priority. This ensures that children are cared for in a rich learning and caring environment.

All staff are highly qualified and have a wealth of experience, they are extremely well

motivated, vibrant and continue to attend many training courses. This has a positive effect on children's learning and welfare. Staffing levels are organised to ensure that they are in excess of the required ratios, as a result children benefit as they are given excellent attention and support.

Children are safeguarded as the provider makes rigorous checks to ensure staff suitability before they are employed. The excellent appraisal system ensures that the pre-school's comprehensive policies and procedures are consistently applied. All staff are committed to continuous improvement and development.

The premises are very well organised, available space is well planned to maximise play opportunities for children. All legally required documentation which contributes to children's health, safety and well-being are in place, is well maintained and regularly reviewed.

Overall, the provision meets the needs of the range of the children for whom it provides extremely well.

### **Improvements since the last inspection**

The previous care and nursery education inspection recommended that the pre-school review arrangements for the washing of crockery and cutlery, ensuring the security of the play area is secure and that parents are aware of the complaints procedure including the regulator's details. Other recommendations included the revising of the child protection policy in line with the local Area Child Protection Committee Procedures. To provide opportunities for children to develop and make progress in their climbing skills and to use mobile toys, and to learn about the changes in their body when they are active.

The staff have introduced a system which ensures the health and safety of children by providing two washing up bowls each for a specific use and the using of an anti-bacterial spray after every use. The building of a new outdoor play area with excellent climbing facilities and secured fencing and gates ensures children's safety and supports their climbing skills extremely well. The purchase of a wide selection of mobile ride-on toys further develops children's physical skills. Themes about me and my body help children understand about changes in their body when they are active.

Revised complaints procedure includes the relevant details of the regulator and the child protection procedure contains all elements with the exception of the required telephone numbers. These measures enhance the settings partnership with parents and carers.

### **Complaints since the last inspection**

There are no complaints to report since the last inspection.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

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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 outstanding.

#### **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):

- include in the child protection procedure contact names and telephone numbers for the local police and local authority social services department.

##### **The quality and standards of the nursery education**

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)