



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY232143

DfES Number: 545017

INSPECTION DETAILS

Inspection Date 10/01/2005
Inspector Name Kathryn Mary Harding

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Our Lady & St Oswald's Pre School
Setting Address Upper Brook Street
Oswestry
Shropshire
SY11 2TG

REGISTERED PROVIDER DETAILS

Name The Committee of Our Lady & St. Oswald's Pre School
Committee

ORGANISATION DETAILS

Name Our Lady & St. Oswald's Pre School Committee
Address Upper Brook Street
Oswestry
Shropshire
SY11 2TG

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Our Lady & St Oswald's Pre-School opened in 2002. It is situated in the grounds of Our Lady & St Oswald's Primary School, in the town of Oswestry. It operates from one room. A maximum of 24 children may attend the setting at any one time. The setting is open each weekday from 08:30 to 15:30, term time only. All children can access an enclosed outdoor play area.

There are currently 22 children aged from 2 years to 5 years on roll, all of whom receive funding for nursery education. Children come from the local area. The setting supports children who have special needs and children who speak English as an additional language.

The setting employs three staff. All the staff have early years qualifications. The setting receives support from a teacher mentor from the Early Years Development and Child Care Partnership.

How good is the Day Care?

Our Lady & St Oswald's Pre-School provides satisfactory care for children. All staff hold child care qualifications, but could further develop their knowledge of child protection issues and procedures. The completion of all appropriate forms needs to be in place for all staff.

Staff have an acceptable awareness of safety issues both within the building and outside and most of the expected safety requirements are in place. However, all sockets need to be made inaccessible to children.

A broad range of toys and resources are available for the children, which help to develop learning in all areas. The layout of the room enables children to be able to help themselves to toys and resources. This encourages the children to become more independent and develops their self-confidence. Staff interact in a kind and caring manner with the children and are relaxed and calm in their approach.

Partnership with parents is good. Several parental responses were received by Ofsted. Parents expressed their satisfaction with the service offered. A parental notice board contains lots of useful information and keeps parents informed about the intended activities. A policy on dealing with sick children does need to be in place. Parents also need to sign the medication records to acknowledge the entry.

What has improved since the last inspection?

Not applicable, as this is the first inspection.

What is being done well?

- Staff interact in a calm and consistent manner with the children and listen and respond appropriately to their requests.
- A high staffing ratio enables staff to give more individual time to the children and support them in their play.
- The room is made more welcoming by having children's work attractively displayed on the walls.
- Partnership with parents is good. Staff work hard to keep parents well informed about their child. A lot of information about the setting is available for parents.

What needs to be improved?

- the clearance forms for all staff
- the sockets need to be made inaccessible
- the documentation to include a policy on dealing with sick children
- the documentation to include parental signature to acknowledge entry in the medication records
- the staff's knowledge of child protection procedures.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
1	Ensure that all staff have satisfactorily completed appropriate checks.
6	Ensure that all sockets are inaccessible to children.
7	Ensure that there is a sick children policy in place.
7	Ensure that parents sign the medication record book to acknowledge the entry.
13	Develop staff's knowledge and understanding of child protection issues.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Our Lady & St Oswald's Pre-School provides generally good nursery education for children. The children are making generally good progress towards the early learning goals.

The quality of teaching is generally good, with two very good areas of learning. Staff offer a stimulating environment where children enjoy learning through a wide range of planned and spontaneous activities. However, observations and assessments need to be further developed to ensure children's progression. Consideration needs to be given to ensuring that children have opportunities to access mark making equipment in the role play area. Opportunities for children to sing songs and explore sound need to be available and thought given to how children can be encouraged to move in different ways. Practical activities for children to understand simple number problems are limited. Staff are calm in their management of children's behaviour and consistently praise children's efforts.

The leadership and management of the setting is generally good. Staff know their roles and responsibilities and work well with the committee and the school. They work with parents to ensure that all children are included and the children's needs are met. Staff are constantly evaluating the effectiveness of the education through daily evaluations of the planned activities, communication with parents, staff meetings and regular observations.

Partnership with parents is very good. Staff work very hard to ensure that parents are kept well informed about their child's progress. Parents can attend a termly informal open evening to talk about how their child is progressing or talk with staff at the beginning or end of a session. Parental comments received by Ofsted indicate a high degree of satisfaction with the nursery. Good quality information is provided to parents about the nursery life and parents are encouraged to be involved in their child's learning.

What is being done well?

- Children are confident, interested and keen to learn. They engage in activities for sustained periods of time and play co-operatively together. They show care and concern for each other.
- Knowledge and understanding of the world is very good. Children have many opportunities to explore, investigate and make predictions about what might happen. They confidently talk about their families, recent and forthcoming events in their lives.
- Children play imaginatively in all areas of the room and confidently take on different roles and characters. Staff give them time to explore and develop their own ideas.

- Partnership with parents is very good. Staff work well with parents and encourage them to become involved with their child's learning. Regular opportunities are available for parents to discuss their child's progress with staff.

What needs to be improved?

- opportunities for children to access mark-making materials in the role play area
- the opportunities for children to begin to understand in a practical way simple number problems
- the opportunities for children to sing songs and show an interest in the sound of musical instruments
- the opportunities for children to move in different ways
- the further development of observations and assessments and to continue to link these into the planning of the next steps in children's learning.

What has improved since the last inspection?

Not applicable, as this is the first inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are excited to try new activities such as use the magnifying glasses and concentrate for sustained periods of time. Children show care and concern for each other during the sessions and play co-operatively together. Adults are calm and consistent in their management of children's behaviour and use distraction techniques and remind children to be kind to each other. Resources are set out so children can choose their own activities, so encouraging their independence.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children listen very well to stories, are interested in the illustrations and join in with the story. They have opportunities to talk in small and large groups and more able children do this confidently. They are developing an awareness of different sounds and look at a different letter each week. Three and four-year-olds draw and paint and engage in many activities to encourage hand-eye co-ordination. However, there are limited opportunities for children to mark-make in the role play area.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Three and four-year-olds have many opportunities, both planned and spontaneous to count. Children's recognition of numbers is encouraged by having a number of the week and number lines around the room. However, children have few opportunities to look at in a practical way simple number problems. Children look at and talk about shapes and freely use positional language in their play. A good range of equipment is available for children to sort, match and create patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have lots of opportunities to explore and talk about their predictions. They build with a range of construction sets and show others what they have made. A computer is available, along with educational programmes, to support children's learning. Children frequently talk about their families and recent events in their lives. They go on local outings and have visitors into the nursery to foster their interest in the world in which they live. They look at a range of different festivals.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently around the indoors and outdoor areas, with an awareness of space and others. They could be further challenged to move in a variety of ways. They are able to develop their large scale movement skills by using wheeled toys, climbing and sliding equipment outdoors. Three and four-year-olds can use a range of equipment to develop skills of throwing, catching and kicking. They have many opportunities to use smaller equipment to develop their small scale movement skills.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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There are many planned and spontaneous opportunities for children to look at, explore and talk about colour. Children have limited opportunities to sing songs or explore the sounds of musical instruments. They play imaginatively in all areas of the room and convincingly take on different roles, for example they dress up as detectives and go looking for criminals. Adults allow the children time to develop their own ideas and thoughts in a variety of ways such as painting and role play.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- provide more opportunities for children to move in different ways, solve simple number problems, access mark-making materials, sing songs and explore sound
- ensure children's progression by continuing to develop the observations and assessments of the children and linking these into the future planning.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.