



**Office for Standards
in Education**

NURSERY INSPECTION REPORT

URN 250105

DfES Number: 524772

INSPECTION DETAILS

Inspection Date 05/02/2004
Inspector Name Myra Lewis

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Our Lady of the Wayside Pre-School
Setting Address 566 Stratford Road
 Shirley
 Solihull
 West Midlands
 B90 4AY

REGISTERED PROVIDER DETAILS

Name The Committee of Our Lady of the Wayside Pre-School
Committee DC0112 1033527

ORGANISATION DETAILS

Name Our Lady of the Wayside Pre-School Committee
Address Parish Hall
 566 Stratford Road, Shirley
 Solihull
 West Midlands
 B90 4AY

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public 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 of the Wayside Pre-School opened in 1993. It operates from Church hall premises based at Our Lady of the Wayside Church which is situated off the Stratford Road in Shirley. The group have the use of two halls with kitchen and toilet facilities. There is an enclosed outside area available for outside play. The pre-school serves the local area.

There are currently 53 children from two to five years on roll. This includes 19 funded three year olds. There are no funded 4 year olds. The setting is currently supporting a number of children with special needs and who speak English as an additional language.

The group opens five days a week day during term time. Sessions are from 09.15 to 11.45 on Monday, Tuesday, Thursday and Friday, and also from 12.30 to 15.00 on Monday and Wednesday.

Five staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3, remaining staff are working towards a recognised early years qualification. The setting receives support from a teacher mentor from the Early Years Development and Childcare Partnership and have achieved a Quality Assurance Accreditation from the Pre-School Learning Alliance.

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

How effective is the nursery education?

Children are making generally good progress in working towards the Early Learning Goals. They make very good progress in personal, social and emotional development, mathematics, knowledge and understanding of the world and creative development. There is a good selection of toys, resources and equipment that are made easily accessible to children.

The quality of teaching is generally good. Staff work well as a team and effectively plan a good variety of activities for children that support their learning and link to the foundation stage. However staff need to develop more opportunities for small group activities and physical play. Staff know the children well and regular observations of their play are recorded, although the assessment methods used do not effectively evaluate the children's learning and thus help plan the next step for children to progress. The setting supports several children with special needs and English as an additional language, working effectively with parents and other agencies. Staff have a consistent and positive attitude to the management of children's behaviour.

Leadership and management is generally good. The newly appointed play leader has introduced and implemented new ideas to improve the setting. Staff are actively encouraged to undertake further training to increase their knowledge and skills. Staff are available to speak with parents on a daily basis, however parental involvement in their children's learning should be developed further. The setting works effectively with the Early Years Development and Childcare Partnership.

Partnership with parents is generally good. Parents receive relevant information about the setting, its routines and activities provided. Open and friendly relationships exist between staff and parents. Parents are kept up to date about the groups activities through regular verbal contact, newsletters and via the notice boards. However consultation about their individual child's learning is limited.

What is being done well?

- Personal, social and emotional development, mathematics, knowledge and understanding of the world and creative development is very good.
- Children are confident, eager to learn and beginning to work and play together. Children respond well to staff and develop good relationships with them. Children behave well and respond appropriately to praise and encouragement. The setting are currently supporting a number of children with SEN by working with parents and other agencies to meet their individual needs.
- Children count everyday things and are beginning to develop an understand addition and subtraction through practical activities.

- Children enjoy learning about their environment and other cultures and beliefs. They build and mould with various materials and textures. Children respond well to musical prompts that signal a change of routine and use their imagination as they pretend to dance as butterflies.

What needs to be improved?

- the evaluation of activities and consultation with parents about their children's learning
- the physical play programme and opportunities for small group activities.

What has improved since the last inspection?

Our Lady of the Wayside Pre-school has made good progress since the last inspection.

The action plan following the last inspection was not available. Since the last inspection there have been two changes in management. The current manager has been in post since October 2003. However the setting was aware of the point for consideration made at the last inspection; to develop the children's book area and children's interest in books.

Two book areas have been introduced and are available for children during each session. Staff encourage children to look at books and make themselves available to read children stories during free play sessions. Plans are in place to develop a library scheme in the summer term where children will be able to take books home to share with their parents.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, sociable and happy within the group. Children respond positively to staff and form good relationships. Children are able to select their own activities and they become interested and involved in their play. Children are beginning to work and play together and learning to share and take turns. They respond to praise and encouragement and behave well.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are beginning to listen and learn to communicate and express their needs to others. Children are able to practice their writing skills as they play; they enjoy writing lists as they play in the fruit shop. Children enjoy looking at books and make good use of the book area during free play sessions. They respond to stories /singing sessions and physical activities appropriately. More opportunities for small group activities would enhance children's concentration skills.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children learn and use number everyday and learn about shape and size through practical activities. Most children join in counting with staff and with the use of flash cards are learning to recognise numbers from 1 to 5. They are developing an understanding of addition and subtraction through adult lead activities by talking about 'how many', 'one more'. Numbers are available for children to use during free play sessions where they are beginning to match and make comparisons.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Theme based topics give children a variety of experiences relating to themselves, their families and the environment. They enthusiastically explore and investigate. Children are able to investigate objects, learn about the environment and living things and how they change. They learn about different cultures and beliefs. Children use a variety of materials and use tools with increasing control to build and mould. Children have access to a variety of information technology resources.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are able to climb up and over, through and slide down. They join in physical activities and learn about taking turns and following simple instructions. However access to large physical equipment is restricted to the end of each session. Children have a good awareness of their own space and learn what happens to their bodies when they become active and can express their feelings of being hot, cold or tired. Children competently use a variety of small tools.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children have access to a good range of craft activities. They explore texture, colour and music. They build and mould with a variety of materials and know their colours. They respond well to music, learning to control their movements and use their imagination. Children talk about what they see, hear, smell, taste and touch as they are playing. They are developing their imagination effectively as they play in the home corner and by responding to stories and joining in singing with enthusiasm.

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

- Extend the play programme to provide children with more opportunities for physical play and small group activities.
- Develop the assessment methods used and improve consultation with parents about children's learning in order to help plan the next step in children's development.

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.