



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 134001

DfES Number: 516903

INSPECTION DETAILS

Inspection Date 06/12/2004
Inspector Name Susan Victoria May

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Our Lady's Pre-School
Setting Address Oxford Road
Cowley
Oxford
Oxfordshire
OX4 2LF

REGISTERED PROVIDER DETAILS

Name The Committee of The Management Committee of Our Lady's
Pre-School

ORGANISATION DETAILS

Name The Management Committee of Our Lady's Pre-School
Address ADDRESS NOT SUPPLIED
U/A

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's pre-school has been in operation for approximately 18 years and is housed in a classroom of Our Lady's First School, in Cowley, Oxford.

The pre-school is near to the Oxford ring road and Cowley shopping centre. A maximum of 24 children may attend the pre-school at any one time. The pre-school is open each weekday from 08.45 to 11.15 and from 12.30 to 15.00 Monday to Friday during term time. Children have access to a secure enclosed outdoor play area.

There are currently 42 children aged from 2 to 5 years on roll. Of these, 32 children receive funding for nursery education. The pre-school supports children with special educational needs and for whom English is an additional language.

The pre-school employs five members of staff. Four Staff hold appropriate early years qualifications. One member of staff working is towards a qualification.

How good is the Day Care?

Our Lady's Pre- School offers good care for children. Staff provide a child centred environment for the children where they feel happy and secure. Activities and resources provide interesting and varied challenges suitable for the ages of children attending. All documentation, policies and procedures are in place and the information given is clear and concise. The staff work well as a team and all contribute to planning and implementing the activities, they provide good opportunities for children to progress in most areas of learning, especially outdoors.

Effective deployment of staff provides the children with good support and ensures they are safe. Staff practise evacuation procedures regularly with the children. Staff have good systems to record children's special dietary requirements and a clear understanding of healthy eating. Staff encourage children to follow good hygiene practices and procedures are in place too inform parents of accidents, however,

confidentiality is not always observed. There are good child protection procedures in place.

Staff provide a warm friendly environment in which children play and learn. The staff have an understanding of the individual needs of the children, however, staff do not place enough emphasis on the younger children's needs. Effective systems are in place to support the welfare and development of children for whom English is an additional language and children with special needs in partnership with parents.

The staff have a good relationship with parents. Systems are in place for sharing information about the provision include a variety of media such as newsletters, parent's notice board and daily verbal exchanges.

What has improved since the last inspection?

Not applicable.

What is being done well?

- The space is used well and provides areas for play, quiet activities, role play, construction and messy play. There is adequate space for the children to access and use the facilities safely and comfortably.
- Staff provide a warm friendly atmosphere where children's work is valued and displayed. The staff use the outdoor area especially well to promote learning.
- Staff are vigilant and aware of safety issues when supervising children, with precautions in place to safeguard the children
- A broad range of resources is accessible to the children to promote positive images of other cultures, disability and gender effectively
- Staff greet parents and children warmly. On children's arrival and departure, staff allow time to briefly discuss their child's day. The good relationships between staff and parents helps promote the children's learning and ensure they are cared for in accordance with parental wishes, in a friendly caring atmosphere.
- All policies and procedures are in place to ensure the efficient running and management of the provision. Staff review policies and procedures regularly, and they are clear, concise, and available for parents at all times.

What needs to be improved?

- the programme of activities for younger children, which is appropriate for their age and stage of development
- strategies to ensure confidentiality is maintained when recording children's accidents
- the environment in which children learn what is acceptable and appropriate

behaviour, particularly at snack time to develop children's social skills in a calm and relaxed environment.

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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

Good

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
7	Devise and implement strategies to ensure confidentiality is maintained when recording children's accidents.
11	Develop strategies to promote a positive environment in which children learn what is acceptable and appropriate behaviour.
3	Develop and implement a programme of activities for younger children, which is appropriate for their age and stage of development.

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

How effective is the nursery education?

Our Lady's Pre-School provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals. Children make very good progress in communication, language and literacy, knowledge and understanding of the world and physical development.

Teaching is generally good. Staff provide daily activities to promote children's personal independence building children's self esteem by giving them appropriate responsibilities. Staff miss opportunities to promote the younger children's social and behavioural skills. Staff develop children's understanding of mathematical ideas, but miss opportunities to reinforce counting skills through everyday activities. Staff are effective in the use of questioning to encourage and extend children's thinking. A very good use of resources promotes children's physical skills. Staff encourage children to develop their imagination in role play, art and crafts, less so with musical instruments. Staffs evaluation of planning to aid children's progress towards the early learning goals is effective. There are very good systems in place to support children with special educational needs and for whom English is an additional language.

Leadership and management are generally good. The staff team care and support children in the setting well. An informal staff appraisal system is in place but does not support all staff's professional development. Staffs provide a caring, stimulating environment where children learn through a wide range of activities.

Partnership with parents and carers is very good. This contributes to the children's learning. Staff inform parents about the activities and routines through verbal exchanges and regular correspondence. Parents share observations about their child and staff help parents understand how they can support children's learning.

What is being done well?

- Relationships between staff and children are very good and children are happy, secure and eager to participate in activities. Children are articulate and confident in their interaction with staff and each other. Staff provide children with ample opportunities to mark make for purposes relevant to play. They listen with enjoyment and respond well to stories. They begin to understand that text has meaning and are encouraged to handle books correctly.
- Staff provide children with very good opportunities, through effective planning, to develop and extend their physical skills indoors and outdoors. They have access to a range of equipment and resources, which they use with enthusiasm and growing confidence

- Staff keep parents informed of the topic through regular newsletters and displays and they are encouraged to participate with this. Staff and parents have regular opportunities to exchange information regarding the children's achievements and future aims. Children's development benefits from this relationship.
- Children are able to explore and develop their knowledge and understanding of the world through effective use of activities from which they can learn first hand. Staff promote learning through simple experiments, objects, topics and discussion.

What needs to be improved?

- opportunities for children to explore sounds and develop their creativity through the regular use of musical instruments
- opportunities for children to develop counting skills in everyday activities
- the development of the appraisal system, identifying areas for all staffs personal development thereby contributing to the effective assessment and evaluation of the provision.

What has improved since the last inspection?

Very good progress has been made since the last inspection. Phonic sessions appropriate to the age of the children are held regularly, children have opportunities to identify sounds and letters. Staff use everyday activities to promote and improve children's understanding.

A record keeping system has been introduced and is regularly maintained by staff using observation and recording children's progress in order to meet their future needs when planning.

Through further training staff have increased their knowledge of the early learning goals and have completed training on the Oxfordshire Foundation Stage profiles to record children's progress. These have been introduced and are in use for funded children.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident and eager to try the activities available, they are curious and ask questions. They express their needs and feelings well and are developing an understanding of each other's needs. Staff miss opportunities to promote the younger children's social and behavioural skills. Staffs provide opportunities daily to foster children's self-esteem, for example, getting dressed in outdoor clothes with little adult assistance, to promote independence.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident and articulate speakers who engage easily in conversation. Very good activities foster language and literacy skills and many opportunities are available for mark making for a variety of purposes. Staff's use of dialogue and questioning encourages children's thinking. Older children are able to identify their names and recognise letter sounds. A broad range of books is available for the children to choose from which they enjoy and treat with respect.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children show a developing understanding of numbers. There are some missed opportunities to reinforce counting skills for younger children during everyday events, for example, through songs and rhymes. Staff use comparative and positional language well, particularly in outdoor activities, to increase children's knowledge. Older children can identify and name simple shapes. Practical activities provide opportunities for children to develop their problem solving skills.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Through planned topics, simple experiments and activities such as planting flowers, staff develop children's curiosity and understanding of living things. Children have good opportunities to question why things happen and how things work. Children are confident when talking about past and present events in their own lives and have good recall. Topic work develops children's understanding and knowledge of their environment and the wider world.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children's physical skills are developing very well, they have regular opportunities to consolidate skills, balancing, moving over and under equipment. There are daily opportunities to practise fine motor skills and handle tools. Children's growing awareness of the space around both themselves and others, indoors and outside is evident in the confident way they move around. Children show a developing awareness of their bodies and health and hygiene issues.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children are encouraged to express their imagination through a range of activities including role play and design. Children have some opportunities to explore sound, however, there are limited opportunities to regularly explore sounds using musical instruments. Children are confident and capable with tools, learning new techniques and reinforcing skills on a daily basis. Opportunities to experience different materials are seen in displays, which show evidence of the wide range of materials used.

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 opportunities for children to explore sounds and develop their creativity through the regular use of musical instruments
- provide opportunities for children to develop counting skills in everyday activities
- develop the appraisal system, identifying areas for all staffs personal development thereby contributing to the effective assessment and evaluation of the provision.

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.