

# Our Lady's Pre-School

Inspection report for early years provision

---

<b>Unique reference number</b>	134001
<b>Inspection date</b>	10/11/2011
<b>Inspector</b>	Lisa Constable

<b>Setting address</b>	Oxford Road, Cowley, Oxford, Oxfordshire, OX4 2LF
------------------------	---

<b>Telephone number</b>	01865 749629
-------------------------	--------------

**Email**

<b>Type of setting</b>	Childcare - Non-Domestic
------------------------	--------------------------

---

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 assesses 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 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto: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.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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 has been in operation for approximately 30 years and is housed in a classroom of Our Lady's Catholic Primary School, in Cowley, Oxford. The pre-school is situated near to the Oxford ring road and Cowley shopping centre. Children have access to an enclosed outdoor play area. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children may attend at any one time. There are currently 46 children on roll, all of whom are within the early years age range. The pre-school is open each weekday from 8.30am to 11.30am and from 12.15pm to 3.15pm during term time. Children aged three and four years are funded for free early education. The pre-school supports children with special educational needs and/or disabilities and those who are learning to speak English as an additional language. The pre-school employs a total of five staff, all of whom hold a relevant level 3 qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make good overall progress in their learning and development in this stimulating, friendly environment, where they are settled and happy. Staff demonstrate sound awareness of the needs of children and address these appropriately overall, but not all specific legal requirements are met in relation to children's welfare. Children make good progress generally, although the outdoor area does not currently fully support children's learning and development. Children are beginning to benefit from the growing two-way flow of information with parents and other providers of the Early Years Foundation Stage where children attend; however, staff have yet to extend these relationships to fully support children. The pre-school staff and committee reflect on the provision, but current evaluation systems do not always clearly identify weaknesses or involve parents and children. Overall, staff show motivation to seek further improvement and they demonstrate a suitable ability to maintain continuous improvement and enhance the quality of provision for all children.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- obtain necessary information from parents about who has legal contact with the child; and who has parental responsibility for the child in advance of children's admission (Safeguarding and promoting children's welfare)

01/12/2011

- ensure the safeguarding policy includes the procedure to be followed in the event of an allegation being made against a member of staff (Safeguarding and promoting children's welfare)

01/12/2011

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

- improve the two-way flow of information with parents relating to children's individual cultural background and children's learning and development achievements to assist their ongoing progression towards the early learning goals
- extend opportunities for regular and relevant information sharing with other providers of the Early Years Foundation Stage where children attend to encourage continuity and coherence in children's learning and development
- develop the mathematical potential of the outdoor area to enable children to discover things about shape, distance and measure through their physical activity
- develop systems of reflective practice and self-evaluation to identify the setting's strengths and priorities for development, in partnership with parent's and staff's involvement that will improve the quality of provision for all children.

## **The effectiveness of leadership and management of the early years provision**

Staff have completed safeguarding training, but the written safeguarding policy and procedure does not fully comply with a specific legal requirement. Children are not at direct risk as a result because staff are clear about their roles and responsibilities to refer any concerns and know the correct procedure to protect children. The pre-school identifies potential dangers through adequate daily checks and annual risk assessment. Staff encourage children to keep themselves safe while playing through informal discussions. There are effective recruitment and vetting procedures in place, which include Criminal Bureau Checks. However, staff do not always obtain required information from parents when necessary. This is a further breach of a specific legal requirement.

Leaders are motivated to seek further improvement within the pre-school with support from the committee. They have evaluated their provision and practice since the last inspection and are implementing a suitable development plan for the future improvements. Most of the actions previously taken are fit for purpose and there is some evidence of their beneficial impact on children's learning and development. Recent improvement has included the purchase of further multi-cultural resources and literature, which contributes to the pre-school being an inclusive, welcoming environment. The local and wider community is positively reflected through displays and positive visual images, with the use of artifacts and literature.

The pre-school is open to all faiths, religions and abilities, with each child given

opportunities for one to one time with their key person on a daily basis. Resources are available to all children and the use of home languages provides children who are learning to speak English as an additional language to be included and understood. Staff obtains some information from parents and carers on specific religions, beliefs, cultures and celebrations they celebrate and are encouraged to share this with the children. Two staff members are specifically trained in equality and diversity which has a positive impact on the environment and understanding of the many different faiths of the children.

Effective staff deployment by a fully qualified team means that children are well supported overall in their learning, with their needs mainly met. The pre-school is a stimulating and generally well-resourced environment where children achieve most planned goals in their learning and development. The outside area does not currently provide children with experiences to develop their mathematical understanding through physical activities. Despite this, children use a wide range of good quality resources to support their play overall, which includes a computer station and wooden playhouse.

The pre-school has generally positive relationships with parents and carers. Due to the safeguarding policy of the school in which the pre-school is accommodated, children are regularly escorted to and from their parents at the main school door. This restricts the access parents and carers have to the pre-school room. Although, staff manage this well this contributes to a lack of time available to share information on children's development and learning and how children spend their time. The pre-school works suitably with other early years providers, although information is not always obtained or used effectively to support children's achievements and well-being fully.

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

Staff with positive attitudes warmly welcome children into the pre-school. Most children make good progress as a result of supportive adults who plan for their individual needs well. Staff observe children and evaluate their learning and development needs to a good standard, which contributes to children being settled and happy in the environment. Adults have good knowledge and understanding of the learning and development and welfare requirements of the Early Years Foundation Stage and use this to underpin their practice. They plan for the development of each child and share information between them to fully support children and narrow any achievement gaps.

Children make good overall progress in developing personal qualities that enable them to take responsibility for small tasks and developing skills for the future. For example, they put on their own coats and wash their hands independently at appropriate times. Children will also often assist each other in tasks, such as turning on the taps and pumping the soap. Staff plan activities based upon what the children like to do, with a flexible system that allows for spontaneous play and daily changes. Staff make full use of this system to adapt activities based upon

what they have observed the children achieving or enjoying. As a result, children are motivated and interested in a broad range of activities and take responsibility for choosing what they do and how they spend their time.

Most children are developing a sense of how to stay safe within the pre-school and show some awareness of behaving in safe ways, such as not running inside and negotiating around the garden without bumping into anyone else. Some children use their initiative and take responsibility for their own safety, although many still require prompting by adults who are quick to offer support and comfort if required.

Most children adopt good personal hygiene routines and can identify that they need to wash their hands prior to snack and after playing outside, although they are unclear of the reason why. Some children understand the importance of healthy eating and can name healthy foods. Staff support this developing knowledge through general conversations at snack times, where children are offered a healthy range of foods such as apples, oranges, breadsticks and raisins. Children make personal choices about the foods they eat from what is available. Some are beginning to show their independence through laying out the plates and pouring their own drinks of milk or water.

Children engage in a wide range of physical activities, such as using the scooters and cars in the garden. They clearly enjoy this activity. Children will share and take turns willingly. Children have access to a low level, wooden climbing frame with a sliding pole. This frame is particularly enjoyed by the children who like to pretend to be fire fighters. Most children show a strong sense of security within the pre-school; they are confident and show good levels of self-esteem, building positive relationships with the adults and children around them. Children's progress in communicating, language and literacy and skills relating to information and communication technology is developing well. They also work well together and independently. Children are confident to confide in the adults that support them. They regularly talk about their families and home environment with the staff and other children. Children are interested in each other and listen well. They share news and enjoy songs in both English and their home languages.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
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](http://www.ofsted.gov.uk)



## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met