

Our Lady of Lourdes Pre-School

Inspection report for early years provision

Unique reference number EY358418
Inspection date 01/03/2012
Inspector June Oliver

Setting address Our Lady of Lourdes Catholic Primary School, Manchester Drive, LEIGH-ON-SEA, Essex, SS9 3HS
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Type of setting Childcare - Non-Domestic

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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.

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Description of the setting

Our Lady of Lourdes Pre-School opened originally in 1970 and moved to its existing premises in 2007. It is committee run and operates from a purpose-built demountable building on the site of Our Lady of Lourdes Catholic Primary School. It is situated in Leigh-on-Sea, near Southend-on-Sea. All children share access to a secure enclosed outdoor play area. The pre-school is open each weekday from 7.30am until 5.45pm, during school term time. The breakfast club runs from 7.30am until 8.45am. The pre-school sessions run from 8.45am until 11.45am and 12.15pm until 3.15pm. Lunch clubs run each week day from 11.45am until 12.15pm. The after school club runs from 3pm until 5.45pm. Children attend for various sessions and can stay all day.

A maximum of 26 children aged between two and eight years may attend the pre-school at any one time, all of whom, may be in the early years age range. The pre-school is registered on the Early Years Register and both parts of the Childcare Register. There are currently 59 children aged from two to five years on roll. The setting also offers care for older children. Children come from the local area. The pre-school is in receipt of funding for early education places for three and four years olds. The pre-school currently supports a small number of children with special educational needs and/or disabilities and children who speak English as an additional language.

The pre-school employs 15 staff, 13 of whom work with the children, an office manager and domestic assistant. Of these, two members of staff hold Degree level childcare qualifications and all others hold relevant qualifications. Two staff members are working towards further qualifications. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time at this welcoming and stimulating setting as the staff form positive relationships with them and their families. The well organised, open-ended resources, support learning well and ensure all areas of the curriculum are covered consistently. Children make good progress in their learning because activities are generally planned to follow individual interests and learning objectives. Strong partnerships with parents and mostly good relationships with the school that children attend, contribute to learning effectively. The setting has good quality processes in place to evaluate the provision and the activities offered, to maintain good outcomes for children. Comprehensive and well organised documents support practice effectively.

What steps need to be taken to improve provision further?

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

- develop the provision for children attending before and after school to make sure that it complements the education and care in other settings providing the Early Years Foundation Stage for those children
- improve the use of observations and assessments to identify learning priorities for each child
- improve opportunities for children to develop and use their home language in their play and learning

The effectiveness of leadership and management of the early years provision

Children are exceptionally well safeguarded at this setting. All staff members have completed training and have good knowledge of the procedure for dealing with a concern about a child. There is a robust policy in place with contact numbers available. Risk assessments are completed daily to ensure children play in a safe environment and staff are vigilant and supervise play well. There are first class procedures in place for children entering and leaving the pre-school to ensure their safety. Staff are appropriately vetted to ensure they are suitable to work with children. Well maintained documentation supports practice well, to further protect children.

The pre-school has highly effective processes in place to evaluate the provision and activities using input from children, parents and staff. They have identified areas of development which will improve outcomes for children. For example, they want to develop an outside area as a book corner, to ensure outside experiences are provided across the curriculum. They have recently changed the collection of children after the afternoon session to ensure children's safety. Activities are evaluated regularly to ensure they meet children's needs and are interesting to them. Staff attend regular, whole team, meetings to ensure information and knowledge is passed on and individual meetings ensure individual professional development needs are met.

Staff form purposeful partnerships with parents. Staff collect information about children's medical and dietary needs, their preferences and starting points, to enable individual needs to be met. Information is shared daily about what children have been doing, using home-link books, email messages and verbal exchanges. Children's progress is shared during one-to-one meetings with key workers and by sharing learning journals and regular summative assessments. This ensures parents can be fully involved in their children's learning and development. However, observations and assessment records for children attending before and after school, are not always formalised, which means parents are not always able to fully support learning. Reasonably good relationships have been formed with the adjoining school, with regular visits and use of some of their facilities. However, learning and development information is not always shared, which means children's continuity of learning is not always fully supported. Relationships with other professionals involved in children's learning and welfare, are well established and effective in practice.

The wealth of resources are well organised to enable children to self-select and to encourage their independent learning. The open-ended resources enable staff to support children with their critical thinking and problem solving skills. For example, staff help children to use boxes and craft materials to make robots. Staff readily adapt activities to ensure all children can participate. For example, staff support some children when using scissors and supervise others. Children with special educational needs and/or disabilities are supported sensitively, with activities planned to meet their individual needs effectively.

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

Children have excellent opportunities to learn about healthy lifestyles. They have constant access to the outside classroom and engage in a wide range of activities. For example, they can choose to run around and play football or use the climbing equipment to practise their physical skills. They use the school field to climb on the logs and can use tyres, planks and bricks to build and balance. This ensures children know the positive benefits of exercise on their bodies. Children choose fruit for snack and pour their own milk or water to drink. Children know what foods are good for them as they talk with staff at meal times. They help themselves to water from a dispenser when they are thirsty. They know about hygienic routines as they independently use the toilet and wash their hands before a snack and lunch, using photographic prompts.

Children's behaviour is good in the setting because of the clear boundaries. This ensures children know what they can do. They choose to play alone or with friends or staff. For example, children play with friends on the computer and some play alone with a tray with animals and water. They learn about differences and diversity using books, dressing up clothes and small world figures. They learn about cultures and beliefs as they invite parents to talk about their own special days. Children with English as an additional language are supported well in the pre-school because staff work with parents to learn a few words of their language. However, children have little opportunity to see their home language valued in the setting through posters, books or songs. This means that children's understanding of their own language is less supported.

Children thrive in this setting as excellent relationships have been formed. They feel secure in the well-developed routines and know what they can do and where they can go. For example, children know they can use the outside area whenever they want to. Children are very confident and self-assured and move around the setting safely and self-select from the many activities available. This encourages children to become independent learners. They know how to use tools correctly as they prepare their own fruit for snack and use cutters to make play dough biscuits. Children are motivated and readily engage staff in conversation and ask for support for their activities. For example, children ask for help to re-enact a story using animal props.

Children make good progress towards the early learning goals because staff ensure activities meet individual learning objectives and follow children's interests.

Children play with a wide-range of activities, including arts and crafts, role play castle, puzzles, construction and technology resources. Staff observe children's play and use this information to link to areas of learning, for assessment and to identify next steps. This ensures learning covers all areas of the curriculum and children make good progress. However, learning records are not always formalised for some children attending before and after school, which means that activities planned may not always meet their individual needs fully. Children develop good communication skills as they listen attentively to a story at circle time and readily join in with the refrains. They respond enthusiastically to questions about the play dough models they are making. They are developing good early writing skills as they draw with chalks on the outside wall and draw pictures for their parents. Children's mathematical skills are effectively promoted as they count during songs and calculate during a game to match colours to balloons. Children learn to use information technology well, using resources, such as, computers, torches and programmable toys. They learn good independent skills as they self-select their activities and get their coat on before going outside. This ensures they are learning good skills for the future.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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