

Lady Mount Pre-School Group

Inspection report for early years provision

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Inspector Gillian Sutherland

Setting address Ladymount RC Primary School, 9 Portal Road, Wirral,
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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*.

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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

Ladymount Pre-School Group is administered by a management committee and was registered in 1984. It operates from designated areas within Ladymount Catholic Primary School in Pensby, which is an area on the Wirral. The pre-school serves the local area and has strong links with the school. The pre-school is accessible to all children and there is an enclosed area available for outdoor play.

The pre-school opens Monday to Friday during school term times. Sessions are from 8.50am until 11.50am and 12.15 pm until 3.15pm. Children attend for a number of sessions. The pre-school is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 26 children may attend the pre-school at any one time all of whom may be in the early years age group. There are currently 57 children attending who are within this age range. The pre-school provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The pre-school employs six members of child care staff. Of whom all hold appropriate early years qualifications, including five staff qualified at level 3 and one qualified at level 4. 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 coming to this very welcoming setting and are cared for warmly by skilled and dedicated staff. Children participate in an extensive range of stimulating and challenging learning experiences. Consequently they make excellent progress in their learning and development. Effective policies and procedures are implemented to promote and safeguard children's welfare. A highly effective partnerships with parents and other professionals contributes to ensuring that each child's needs are met extremely well. The pre-school staff have identified and made considerable improvements to the setting through the process of self-evaluation. However they have not yet included formally the views of parents in this.

What steps need to be taken to improve provision further?

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

- extend the self-evaluation process to include the views and contributions of parents in order to further improve the outcomes for children.

The effectiveness of leadership and management of the early years provision

Children's safety and well-being are prioritised at all times as comprehensive and robust policies and procedures are in place. Staff are familiar with the cohesive safeguarding policy and of the procedures to follow should they have any concerns about a child in their care. They meticulously check the areas accessed by the children on a daily basis and a more formal risk assessment is carried out annually and recorded. Resources are plentiful, well maintained and set out in such a way that enables children to safely and independently self-select their chosen activities. Children's individual needs are exceptionally well met through highly effective partnership working with parents, carers, external agencies and other providers. Well qualified staff are keen to extend their professional development by attending additional training and staff meetings thus ensuring they keep abreast of any changes to current legislation and childcare practices.

The setting has an excellent two way partnership with parents. Learning journeys are completed for each child attending and these are accessible to their parents at any time. Key workers are available to discuss their children's progress and development and parents can often book one of these at a time convenient to both. These are often in addition to the twice yearly key person meetings that are arranged. Questionnaires are also sent out twice yearly and once completed these inform staff of any concerns they may have about the overall provision of the setting. Staff then consider how those concerns or issues can be effectively dealt with.

Children benefit from a fully inclusive environment. The setting actively promotes equality of opportunity by ensuring that all children and their families are respected. Staff support all children's progress by planning individual activities for them and by ensuring the appropriate resources are available. There is a range of posters, resources and activities which help children's understanding of diversity within our society. A range of both seasonal and cultural activities are celebrated as they occur throughout the year, including for example Diwali and Chinese New Year. Excellent systems are in place when caring for children where English is not their first language. The manager goes to great lengths to get the necessary policies and procedures translated into their first language and this has in the latter years been successfully achieved.

Staff take all reasonable steps to ensure that children's transition from pre-school to primary school is very well managed. Innovative staff use a 'Busy Days' book which is used between parents, pre-school and other providers caring for children in the Early Years Foundation Stage age range.

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

Children are extremely happy and content in this very caring atmosphere. They say their goodbyes before confidently moving around the play area and making choices

about the activities they want to participate in. For some children this means going to the computer area where they skilfully begin to manoeuvre the mouse, until they complete various programmes with little support required. The craft table is very inviting for others who can see that the junk modelling resources are available and they begin to paint one of those boxes and patiently leave it to dry before adding the final decorations. Staff engage the children in meaningful conversations about what they are going to use the box for, but no definitive answer is forthcoming. They also talk to the children about the size of the different brushes available. For example, is that a thick brush or a thin brush you are using and what sort of line will be created by using the different brushes. At stay and play sessions where parents are invited to stay, some get shown by their children how to participate in various activities.

Children's understanding of healthy eating is exceptionally well promoted through the provision of healthy snacks. Drinking water is freely accessible to the children throughout each session ensuring that children do not become thirsty. Mid morning a very social snack time takes place, with children and staff sitting down together to eat and chat about the morning activities that have taken place. Inside and outdoors a wealth of challenging toys and activities are organised in such a way that children can freely access both areas. During an outdoor game the children decided they want a picnic. They came indoors to take some of the role play foods necessary for their pretend picnic. They enjoy their time in the 'digging area' and ask a member of staff if they can plant their potatoes. Without hesitation she replied 'yes' and also talks to them about the shape and the feel of the seed potatoes before they are planted. The member of staff talks about how the potatoes change when they are ready to be picked, cooked and eaten. Indoors some children were planting sunflower seeds into small, individual plant pots and these are given to them as they go home from pre-school.

Children learn to take turns as they participate in floor games and puzzles. At circle time some of the children play their recorders for the other children and staff. They participate in singing and action rhymes, plus interactive games and wait patiently for their turn. Children listen as the staff member reads the achievement stars from the 'star board' in the pre-school. Parents and staff are free to add their own star to the board identifying achievements or good tasks undertaken by the children at home or in pre-school.

Children's awareness of safety is very well promoted and children learn to move around and use the equipment safely. For example when using scissors, children learn how to handle them safely and correctly, protecting not only themselves but other children too. Visits from the community police reinforce personal and road safety issues for the children when they are not in pre-school. Children participate in regular fire drills, thus ensuring the premises can be quickly and safely evacuated.

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	2

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	2
The effectiveness with which the setting deploys resources	2
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	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children achieve and enjoy their learning	1
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	1
The extent to which children develop skills for the future	1

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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