

# Our Lady's Pre-School

Lapwing Grove, Palacefields, RUNCORN, Cheshire, WA7 2TP

## Inspection date

Previous inspection date

11/01/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

## The quality and standards of the early years provision

### This provision is outstanding

- Children are making excellent progress in relation to their initial starting points. This is directly due to the extensive opportunities available to them across the pre-school.
- Children are happy, motivated to learn and enjoy their time at pre-school. Staff are expert at exploiting all available opportunities to ensure activities provide challenge for all children.
- Leadership and management are inspirational and ensure children continue to make strong progress, expertly supported by highly trained, experienced staff.
- The nursery engages exceptionally well with parents and carers and clearly values the important role they play in their child's ongoing learning and development. Outstanding extra support for families when needed is evident.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed staff caring for children in the main room and in the outdoor environment.  
The inspector looked at children's assessment records and discussed with different
- members of the staff team how they are using these to support children's individual learning and development.
- The inspector met with the manager and deputy, and spoke with many of the staff team.
- The inspector checked a few key pieces of documentation, such as child records, developmental profiles, attendance records and planning documents.
- The inspector looked at the setting's self-evaluation form and other evidence of how the pre-school is evaluating the provision, such as parent and staff involvement.

### Inspector

Linda Shore

## Full Report

### Information about the setting

Our Lady's Pre-School was opened in 2002 and re-registered in 2012 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in the Palace

Fields area of Runcorn and is managed by a committee. The pre-school serves the local area and is accessible to all children. It operates from a mobile classroom on the grounds of Our Lady's school and there is a fully enclosed area available for outdoor play.

The pre-school employs nine members of childcare staff who all hold appropriate early years qualifications. The manager and deputy hold degrees in early years leadership and management, with three other members of staff working towards a degree. All other staff are qualified to a minimum of level 3. The pre-school opens Monday to Friday term time only. Sessions are from 8.45am until 11.45am and 12.15pm until 3.15pm. Children attend for a variety of sessions. There are currently 39 children between the ages of two and five years on roll. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children with special needs and/or disabilities.

The pre-school is a member of the Pre-school Learning Alliance and receives input from the local authority.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- support children's developing self-confidence further, by giving them time to pursue activities of their choosing to their satisfaction.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

The pre-school consistently achieves high standards of care and teaching, resulting in very good progress for all children in relation to their starting points. The pre-school management and staff have fully embraced the revisions to the Early Years Foundation Stage. They use the document 'Development Matters in the Early Years Foundation Stage' exceptionally well in their practice to fully support children's progress. For example, staff are highly competent in assessing where children are within their age bands and have developed their own progress records, which provide accurate information and insightful ideas to further children's progress. Staff are expert at exploiting all available opportunities to ensure activities provide challenge for all children. The excellent planning systems ensure that children's unique needs are extremely well met.

There is an excellent balance of child-initiated and adult-led activities to support children's

ongoing progress and development. They are learning patience, turn taking and developing social skills as they engage in meaningful conversations with adults about their time at home and pre-school. Children enjoy sitting together for story time where staff are skilful at engaging their interest. The reader is animated and enthusiastic and children join in with familiar phrases and leap up to imitate movements in the book. These activities effectively develop the children's language and communication skills and their imagination to develop their own ideas.

Children are learning about shape, colour and numbers as they match shapes on the sorter. They work well together as they help each other find objects of the same shape or colour. Staff guide them in counting the objects and they receive high praise for their efforts as well as achievements. Children who choose to paint are free to express their ideas on paper with excellent support from staff who discuss their art with them and build vocabulary by describing what they see and providing children with the right words. Children enjoy playing computer games, which are educational and fun. This means they are learning essential technology skills for the future as they play. Children play outdoors at the pre-school whenever possible for fresh air and exercise. They develop their physical skills very well through the use of a wide range of wheeled toys, balls, and climbing equipment.

Parents are involved in their children's learning through sharing information about their progress and achievements during regular parents' evenings which are highly successful in engaging them. They speak to staff when they collect their children so they are well informed about their activities and any concerns are shared so that the individual needs of all children and parents are met.

### **The contribution of the early years provision to the well-being of children**

Children feel extremely secure in the care of all staff at the pre-school as their well-being is at the heart of pre-school practice. They form a close bond with their key person and get to know all staff and children very well as they play together. They settle quickly as staff work exceptionally well together to quickly identify their needs. This means children develop an extremely strong base for independence, learning and exploration. Behaviour is very good and children enjoy social time together at mealtimes and during their activities.

The room is very well set out. All children are able to access the toys and activities easily, so they are able to make their own choices. However, occasionally they are drawn away from their own play to engage in another activity before they are completely ready. Children are learning to be independent, as even young children serve and feed themselves with little help. They learn to make healthy food choices from a selection of healthy, colourful and inviting options and have access to drinking water at all times. All children's dietary requirements are adhered to and there are high standards of hygiene in the pre-school. Accident and medical records are kept meticulously, which ensures children's health is exceptionally well protected.

The skills and experience of staff, and the quality of teaching is high. Staffing levels are well above requirements at the pre-school, which means children have more time with adults on a one to one basis and in small groups. This is contributing extremely well to children's safety, comfort and security. Staff are constantly aware of each child's needs through their observations and their communication with parents, so that their needs are fully met.

Transitions to school are considerably eased for children due to strong links with school, passing on progress reports and other significant information about children's needs. For example, information is shared about children who are achieving above expected levels to ensure they continue to be challenged as they move on from the setting to the next stage of their learning.

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

The manager's inspiring and enthusiastic leadership is communicated to staff, who work extremely well together as a team and are highly motivated in providing the best care for children. Staff are monitored very effectively and have regular meetings with the manager to discuss their training needs. The setting as a whole is extremely keen to further training and staff development in order to have an even more positive impact on children's learning. For example, the manager and deputy are qualified to degree level with three others members of staff also soon to complete their degrees. They all have a thorough knowledge of the Early Years Foundation Stage and work successfully together to identify areas for improvement in their provision. Everyone's views are valued, including those of parents and children. This means that high standards in teaching and planning are maintained in the pre-school by means of an ongoing action plan.

Children are exceptionally well safeguarded in the pre-school as the manager has an excellent understanding of child protection and safeguarding, which she passes on to the staff. The premises are secure and there are robust procedures in place for staff recruitment and the collection of children. Meticulous records are kept and staff are aware of the need to be vigilant and to report any concerns to the manager or to an appropriate agency. Staff have recent safeguarding training and paediatric first aid certificates. They carry out daily safety checks on the premises, which means children are safe from any potential hazards.

The manager has an excellent insight into the needs of parents and families as well as children, and seeks to further the pre-school's role as a point of family support for the community. For example, parents and carers receive support for the whole family through very strong links with other professionals, including speech therapy, family support, children's centres and counsellors. Parents have very positive views about the pre-school and their comments on the provision are valued. Support for children with special educational needs and/or disabilities is excellent. Staff have meetings and reciprocal visits with other local early years providers, to share ideas and best practice. They pass on children's progress records to their schools and work closely with the foundation unit of

the on-site school, which aids transition. This excellent pre-school gives all children a very secure foundation for their future learning and development and ensures they are ready for school.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

### Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years

Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

### Setting details

<b>Unique reference number</b>	EY443016
<b>Local authority</b>	Halton
<b>Inspection number</b>	808085
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	39
<b>Name of provider</b>	Our Lady's Pre-School
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01928 797366

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### Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are

usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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