

Our Lady's Pre-School

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

Inspection date	02/07/2013
Previous inspection date	11/01/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The knowledgeable, caring and experienced manager and staff ensure all children enjoy their time and achieve very well at pre-school. This means they are well prepared for the next stage of learning as they move on to school.
- Children are actively involved in their play and are enthusiastic learners as they explore activities indoors and outdoors, across all areas of learning.
- The pre-school has a very good capacity for improvement as staff have a strong commitment and enthusiasm to develop the setting further and any incidents are dealt with thoroughly and effectively.

It is not yet outstanding because

- Some elements of the daily routines do not always fully support children in further developing their very good independence and self-care skills.
- Children sometimes have fewer opportunities to direct their own play as adults involved occasionally take the lead to shape children's experience before children are completely ready.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 the quality of staff's teaching and children's learning throughout the day.
- The inspector sampled documentation, including risk assessments, children's records of learning, policies and procedures and incident reports.
- The inspector carried out a joint observation of children with a senior member of staff.
- The inspector took account of the views of parents spoken to during the inspection.

Inspector

Linda Shore

Full Report

Information about the setting

Our Lady's Pre-School was 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. Three staff members, including the manager and deputy, hold degrees and two other members of staff are 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 48 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. 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:

- fully extend children's independent learning by giving them time to think through the next stage in their scenarios and answering any questions to their satisfaction
- review daily routines to fully support children in developing their independence and self-care skills, for example, by letting them serve their own food at snack time.

Inspection judgements

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

Children are happy and busily involved in purposeful play. Staff provide rich and varied experiences based on their knowledge of the children's interests. Children have great fun as they huddle together for story time. The story teller is animated and fully involves the children in the 'spooky' story she makes up as she goes along. They excitedly try to predict what will happen next. This means children are developing their communication, imagination and thinking skills as they are enthralled with the tale.

Staff are respectful to children and move quietly around the premises when children are

listening to a story. Staff take opportunities to clearly pronounce sounds in favourite rhymes to help children distinguish between them. For example, 'sh, sh shin and ch, ch, chin'. This supports their developing speaking and listening skills very well.

Staff's thorough knowledge of the areas of learning and a clear understanding of how children learn, informs the planning process. They set up many varied types of imaginative play to help children explore from their own first-hand understanding of the world, such as the optician role play in the home corner. Children actively explore the area and build their imagination and creativity as they follow the trail of their own scenarios. However, sometimes, staff are quick to reshape children's experience before they are fully ready. Children wanting to 'feed the baby, are diverted from their play as staff suggest the baby needs a nappy change. Also, children do not always have every opportunity to think before staff prompt them with an answer. For example, that they need gloves and an apron to change the nappy. This means children sometimes have fewer opportunities to direct their own play and learning.

Children enjoy a full range of outdoor activities across all areas of learning. They develop very well physically as they run around in open areas. They drive wheeled cars, skilfully avoiding obstacles and other children as they are developing a spatial awareness. They 'paint' the fence pickets with water and use their imagination as they pretend they have different colours. They learn about mathematical concepts as they count how many they have painted and staff prompt them to calculate how many more they have done.

Children quickly start to progress in their learning as the staff carefully plan activities from their knowledge of children's starting points gained from initial information provided by the parents. Staff observe children's progress thoroughly and use this information well to plan the next steps in their learning. This enables the children to develop appropriate skills and attitudes for the next stage of their learning. Staff understand the different assessment processes, such as the 'progress check at age two'. This ensures any need for additional support for children can be identified, shared with parents and acted upon promptly. Staff track children's progress well each term. Termly parent's evenings give key person's time to sit down with parents and discuss children's progress fully, this also helps parents be involved in their children's learning.

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

Staff work closely with parents, gently settling children in, to ensure each child's transition from home into the nursery is a smooth and positive experience. Each child is allocated a key person to support them and liaise with parents. Parents provide information and have discussions with their child's key person. This helps staff to understand and meet children's individual needs. Staff are caring and attentive towards the children and get to know them very well as individuals. Consequently, children settle well and form strong bonds with their key person.

Children develop trusting relationships with staff and know them by name. Children clearly

feel safe and secure with staff, freely and confidently approaching them with their comments and requests. The nursery is very well resourced and offers children a broad range of play and learning experiences, indoors and outdoors. Resources are readily accessible, enabling children to make their own choices and selections.

Staff are positive role models of behaviour and treat children with kindness and respect. They are skilled at supporting children to learn how to manage their own behaviour and emotions. This is helped by a calm approach and clear explanations and reminders from staff to enforce the reasonable boundaries. For example, as they find a place to sit for story time. They are learning social skills and how to manage their own behaviour, for example, waiting their turn as other children use the computer.

Children learn how to keep themselves safe as they take risks in a supportive environment. For example, they balance and walk on top of the caterpillar tunnel as staff watch nearby and offer advice to keep balanced. A healthy lifestyle is promoted as children have daily opportunities for fresh air, daylight and exercise in the outdoor area. Snacks are varied, healthy and nutritious, encouraging children to make positive food choices. Children are offered food with a variety of tastes and textures, such as kiwi fruit, banana, apple, tomato, cucumber and red and green grapes. However, some opportunities are missed to fully develop children's independence and self-care skills as they do not always have the opportunity to serve themselves. Children learn good hygiene habits through regular routines and reminders, for example, washing their hands after toileting and before eating. Children meet their school teachers as they are invited into nursery to ease the transition. This all means children are developing the physical, social, emotional and communication skills they need to succeed in their next stage of learning.

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

The inspection was prioritised by Ofsted due to concerns raised about a child leaving the pre-school unsupervised. In light of this recent incident, arrangements for handing children over to the care of their parents at the end of the session have been fully and immediately reviewed. The incident occurred as children were being collected at the end of the day. The management team, staff and parents have worked together to ensure there is no chance of a recurrence. The gate is now locked at the entrance to the property and is manned at the beginning and end of each session by the assistant manager. She admits parents through the gate and walks with them to the door where they are met by another staff member who signs children out. Children are closely supervised and the premises are secure.

Arrangements for safeguarding children are effective and the manager has a very strong understanding of child protection and safeguarding procedures. Staff have a very good knowledge of what to do should they have any concerns about a child. They are also confident to carry out whistle blowing procedures if they are concerned about the practice of colleagues. This contributes to maintaining children's safety and protects their well-being. Effective staff deployment and the management of safety systems help to keep

children safe. For example, staff are vigilant and use very regular head counts, cross-checked by another staff member, to ensure children are fully accounted for.

Robust recruitment and vetting procedures ensure that everyone working with the children are suitable to do so. The manager monitors the ongoing suitability of all staff effectively through regular meetings and appraisals. These procedures promote children's safety and the quality of provision well. All staff work exceptionally well as a team. They are knowledgeable and enthusiastic, demonstrating a high level of commitment to further training. The team is highly trained and very experienced.

Parents have high levels of regard for the service provided. They say that children have made strong progress since starting at pre-school. Transitions for children moving on from nursery to school are also very well supported as children discuss the move with staff and meet their teachers who are invited to pre-school.

The staff team are committed to the continuous evaluation and improvement of their practice. All of the staff team, actively contribute their views and opinions and they monitor and evaluate the provision very well. Staff use their planning successfully to consider ways to support, challenge and extend children's current learning and development. They offer a full range of learning opportunities across all the areas of learning and children make as much progress as they can.

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 action. 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

Unique reference number	EY443016
Local authority	Halton
Inspection number	925545
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	24
Number of children on roll	48
Name of provider	Our Lady's Pre-School Committee
Date of previous inspection	11/01/2013
Telephone number	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, which are usually the childminder's 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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