

# Little Acorns at Our Lady & St Oswald's Pre-school

Upper Brook Street, OSWESTRY, Shropshire, SY11 2TG

<b>Inspection date</b>	11/09/2013
Previous inspection date	25/06/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- Children are welcomed into warm and bright environment where their personal, social and emotional needs are supported very well. Children are content and comfortable and display a strong sense of belonging. They form very positive relationships with each other and the staff who care for them.
- Children have fun and make good progress from their starting points, in a well-organised pre-school environment. They are very well-supported in all areas of their learning, because experienced staff provide rich learning opportunities through play and playful teaching.
- Children have consistency and continuity as there are effective partnerships between the pre-school and parents and carers. Parents and carers have a high degree of trust in the staff of the pre-school.

### It is not yet outstanding because

- Staff do not regularly check the cleanliness of the toilet areas and as a result, children's understanding of health and hygiene is not effectively promoted.

## 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.

## Inspection activities

- The inspector observed activities in the playroom and outside learning environment.
- The inspector held a meeting with the chairperson of the pre-school management committee and also with the manager.  
The inspector spoke to children and member of the staff team about the progress of their key children and their understanding of the pre-school's policies and procedures.
- The inspector looked at children's observation and assessment records, planning documentation, evidence of suitability of adults working with children in the setting and a range of other documentation.

## Inspector

Sheila Riddall-Leech

## Full Report

### Information about the setting

Little Acorns at Our Lady and St Oswald's Pre-School was registered in 2002 on the Early Years Register. It operates from the old school building, situated in the grounds of Our Lady and St Oswald's Catholic Primary School in Oswestry, Shropshire. There is an enclosed area for outside play. It is managed by a committee of staff and parents. The pre-school serves the local area and is accessible to all children.

The pre-school employs five members of childcare staff. Of these, four hold appropriate qualifications at level 3. There are currently 30 children on roll, all of whom are in the early years age group.

It is open from 8.30am to 3.30pm each weekday, term time only and a lunch club operates between 11.30am and 12.30pm. Children attend for a variety of sessions. The pre-school provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language. The pre-school is a member of the Pre-school Learning Alliance and receives support 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:

- develop more effective staff practices, specifically with regard to the cleanliness in the toilet area, in order to further promote children's understanding of health and hygiene.

## Inspection judgements

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

Staff know the children very well. They gather information from parents and carers about their children's needs, abilities and interests when they start at the pre-school and observe the children closely throughout the sessions. Staff continually record their observations of what the children are achieving and track their progress describing the characteristics of effective learning. This enables them to effectively plan for each child's next steps. Staff have a very good understanding of the learning and development requirements within the Early Years Foundation Stage. They recognise how children learn through play and consistently implement planned and stimulating experiences based on individual children's needs. As a result, children are making good progress in all seven areas of learning. They are motivated, curious and active learners. Parents are encouraged to contribute towards their child's assessments through discussions with the key person and documenting

significant moments of their child's learning. These are included in the home link diaries and children's files. Where children are recognised as requiring additional support, staff work with parents and, where necessary, other professionals, to ensure each child's individual needs are met. For example, children are referred to a speech and language support worker. The staff speak with the reception class teachers at the local school and are aware of the skills that benefit children as they move onto school.

Staff interact very well with the children during the sessions and take many opportunities to ask children questions to extend their thinking and understanding. For example, when playing outside with a parachute, children are asked what will happen to the parachute when they gently and slowly move their arms up and down. Children who have English as an additional language are provided with support as a volunteer regularly comes into the pre-school to read stories to the children. In addition, the pre-school has a range of bi-lingual books which parents can borrow and read to their child at home. Children freely select toys and resources and respond with pleasure to the positive praise that staff freely give. They willingly take turns and share. For example when playing a number game on the computer, children take turns to move the mouse to the correct number and so by working together, successfully complete the game. Children play happily in small groups as well alone. Attractive displays, labelled resources and a wide range of books help to develop children's awareness of the written word. Regular sessions focussing on children's listening skills are provided and as a result, children are attentive to each other and the staff. Children's physical skills are promoted well. For example, they skilfully use a range of tools to dig and mix in the 'mud kitchen', competently cut with scissor and independently use cutlery at lunchtime. Opportunities for children to be active and develop physical skills are provided in all weathers. Children thoroughly enjoy being outside and play imaginatively with a wide range of open-ended and natural materials.

Children develop a good understanding of mathematics through play activities and during daily routines. They count the number of grapes they have at snack time and how many children are sitting around the table. A computer and other resources, such as a toy microwave, cameras and telephones help to develop children's understanding of technology. Children develop good awareness of planting and growing as they take care of a small garden, eating some of the vegetables at snack time. Many very good opportunities are provided for children to use their imaginations and develop their creative skills. For example, children freely paint and then spontaneously fold the paper over to create patterns. They show great pleasure and delight with their creations and receive enthusiastic praise from staff.

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

The very effective key person system ensures that all children are supported well and develop confidence in the pre-school. For example, two young children who recently started at the pre-school receive loving and highly attentive and responsive care from their key workers, which enables them to become calm and play happily with other children. Secure attachments and warm relationships are formed, which promote a good level of well-being. Children show high levels of confidence and self-esteem; they move freely around the pre-school and outdoor area, co-operate with each other and are keen to

share their activities with staff. They willingly help to tidy away toys which shows they are displaying a good awareness of how to keep themselves safe. For example, children put toys into boxes and replace them on shelves to clear the floor area.

Children have many opportunities to make independent choices throughout the sessions. They benefit from the wide range of good quality toys and resources that are freely available, in a well-organised learning environment, both indoor and outside. Children have healthy snacks and meals and generally develop independence in their personal hygiene and self-help skills. For example, they are encouraged to pour their own drinks and spread butter on fruit bread when having snack. Children wash their hands before eating and after using the toilet. Free access to the outside learning environment ensures that children have very good opportunities to run about and benefit from the fresh air and exercise. However, staff do not have robust procedures for checking the cleanliness of the toilet areas in order to promote children's understanding of health and hygiene more effectively.

Staff are good role models for the children. They treat them with sensitivity, care and respect and gently and calmly reinforce appropriate boundaries within the pre-school that ensure children are safe and well-cared for. As a result, children are very well-behaved, care for themselves and each other and learn skills to keep themselves safe. The pre-school has established good relationships with the schools that children move on to. This effectively supports children in their transition to school. Children visit the reception class with their key person and the teacher from the school visits children in pre-school before they start. Children's files and assessment materials are shared.

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

The manager of the pre-school sets high aspirations for quality and is actively working to develop this further. All recommendations from the last inspection have been met in full. The self-evaluation form, reflective practices and discussions with staff and parents are used effectively to identify priorities for improvement. For example, as a result of staff training, the observation and planning system has been reviewed and modified to make sure that children's next steps are clearly recorded and appropriate activities planned. The manager monitors performance and the educational programme offered, through supervision interviews, an appraisal system, regular staff meetings and informal discussions. As a result, staff feel valued and are able to effectively check on the progress that children are making. The day-to-day organisation of the pre-school is good and staff roles and responsibilities are generally well-defined and clear.

The pre-school has appropriate policies and systems in place to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. New staff and volunteers undergo a rigorous induction process and have a mentor. They do not have unsupervised access to children. Staff have good understanding of safeguarding procedures and a clear knowledge of how to report any concerns appropriately. Risk assessments are completed for the premises and for all outings. Fire and emergency evacuation procedures are

practiced regularly and results recorded. These procedures help to monitor and ensure children' safety.

Effective observation and assessment strategies mean that children's needs are met very well. Educational programmes are well-planned and monitored to ensure that children have opportunities on progress to the early learning goals. Staff work well to help children progress and achieve. Strong partnerships with parents and carer contribute to a co-ordinated approach to children's care and learning. Policies and most procedures are very thorough and support staff well in providing a bright, welcoming and stimulating environment, where children flourish. Information regarding the pre-schools policies, procedures and activities offered are shared with parents in a variety of ways, including a website, noticeboard, welcome booklet, newsletters and daily discussions. The pre-school has developed good relationships with other professionals, such as a speech and language support worker, reception class teachers and community support officers. As a result, children develop confidence and are well-prepared for the next stage in their learning.

## 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

<b>Unique reference number</b>	EY232143
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	937842
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	30
<b>Name of provider</b>	Our Lady & St. Oswald's Pre School Committee
<b>Date of previous inspection</b>	25/06/2009
<b>Telephone number</b>	01691 676464 or 07966 045938

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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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