

# Our Lady's Pre-School

Our Lady's Parish Hall, East Meadway, Tile Cross, BIRMINGHAM, B33 0AU

<b>Inspection date</b>	06/02/2014
Previous inspection date	19/10/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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

- Partnership working between staff, parents and other professionals is extremely effective. As a result, this continuity of care means that all parties work towards the same goals to meet the needs of each child.
- A strong key person system means that children's emotional well-being is well nurtured and fostered. Staff are sensitive and skilful in their interactions with children, including those with special educational needs and/or disabilities.
- Children benefit from an inviting and stimulating environment with easily accessible resources. As a result, they can engage in a wide variety of learning opportunities in all areas of learning.
- Staff use individual planning and assessment to successfully plan for children's next steps in learning. Consequently, all children make consistently good progress in relation to their starting points.

### It is not yet outstanding because

- Some routines and structures to the day impact on children's abilities to make independent free choices in their play.
- There is scope to target the professional development of staff in order that they can fine tune their understanding of how to enhance children's learning and development even further.

## 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 both indoors and in the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager of the pre-school and spoke to staff throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked the suitability and qualifications of staff working with children and the manager's evidence of self-evaluation.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Patricia Turney

## Full report

### Information about the setting

Our Lady's Pre-school opened in 2001 and is registered on the Early Years Register. It is run by a management committee. It operates from the community hall of Our Lady's Catholic Church in Kitts Green, Birmingham. The pre-school is open each weekday from 9am to 3.30pm, during school term time only. All children share access to an enclosed outdoor play area. The pre-school is accessible on a level entrance. There are currently 36 children on roll in the early years age range. Of these, 35 receive funding for early education.

The pre-school has procedures to support children with special educational needs and/or disabilities and for those who speak English as an additional language. The pre-school employs five members of staff, all of whom hold an appropriate early year's qualification at level 3.

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

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

- enhance children's learning by making the routine of the pre-school more flexible so that children have continual choice of activities, both indoors and outdoors
- increase staff training opportunities to further enhance their knowledge and understanding of the different ways that children learn and the characteristics of effective teaching and learning.

## Inspection judgements

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

Staff display a sound understanding of the Early Years Foundation Stage and provide good quality teaching for all children. This ensures that children are enthusiastic and motivated learners who make good and in some cases, rapid progress relative to their starting points. Children with special educational needs and/or disabilities receive beneficial levels of support from staff who are very knowledgeable about their individual needs and circumstances. Partnerships with parents and external agencies are extremely effective and contribute to early and effective interventions. This ensures that staff know what children can do and understand how they can support and extend children's learning. As a result, activities and experiences are carefully planned so that children are supported and challenged to take a full and active part in all aspects of the provision. All staff have a good understanding and place a high value on the critical role parents have to play in their

child's learning. They use a number of successful strategies to engage all parents to take part in their children's learning in the pre-school and at home, which is an important element in supporting children's future success in learning at school. A parents evening just prior to the inspection was extremely well attended and parents make rich contributions to the assessment process and children's learning. For example, parents regularly contribute to the 'wow' board where they display anecdotal notes or photographs of their child's achievements. Parents' comments are very complimentary about the pre-school and the progress that their children have made.

Children's interest and enjoyment of books is effectively nurtured. Children are encouraged to explore the varied range of good quality books that are kept within their reach. During a group story time, staff ask children about the role of the author and illustrator and children are quick to explain 'he writes it' and 'he draws the pictures'. Children use the outdoor play spaces with confidence and enthusiasm. Children love to explore the properties of sand, using a range of equipment to sustain their interest, such as pots, spades and a variety of containers and tubes. Children use a wide range of resources to stimulate and support their learning. For example, children can practise their mark making skills with chalks and enjoy drawing on large flower chalkboards. However, children's ability to sustain and build on their learning is sometimes affected when resources are put away or children are called in from outdoor play to follow the structured routine of the pre-school.

A wide range of resources and equipment, indoors and outdoors, encourage children to explore and learn. Staff are effective in supporting and extending children's learning in planned focused activities. For example, staff effectively use mathematical resources including 'number socks' to encourage children to count spots and identify numerals. This helps children to develop their mathematical skills and to become active learners. Staff plan for groups of children each day, carefully taking into account children's interests and stages of development. Children move around confidently and select from the varied resources set out for them, such as sand, jigsaws and the sensory cube. Staff effectively support children in physical activities through fun, planned sessions. For example, children eagerly throw coloured bean bags into bowls, squealing with joy when they manage to get them on target. Other children have fun balancing bean bags on various parts of their bodies and try to move around the room without them falling off. When children are less eager to join in, staff skilfully tempt children to engage by encouraging them to touch the bean bags on the member of staff's hand and slowly attempt to throw them. This supports children who need to take smaller steps to build up their self-confidence and eagerness to engage.

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

Children feel happy and secure because the staff establish positive and trusting relationships with parents and children from the start. A dual key person system is well embedded and information about children is effectively shared amongst the staff. Clear documentation and discussions contribute to this. This means that all staff know children well and are able to support them as and when necessary. Staff are good role models,

showing genuine care and respect for all, thereby creating a positive environment. Children respond positively to this and play well together.

Staff work hard together to create a welcoming environment where children are eager to explore and play with their friends. Children laugh and chatter with staff and readily include them in their play. Effective procedures help children to feel proud of their achievements, which promotes their self-esteem. For example, children receive stickers when they are chosen as 'star of the day' and are praised for their achievements throughout the day. This helps children to feel positive about their play and so prepares them well for the move to school and for their future learning. The pre-school has two tortoises that the children help to look after. Children talk excitedly about how they take turns to feed them and how they gently clean them using toothbrushes. This helps to foster children's emotional development as they learn how to take care of others.

Children display very good behaviour because the staff are consistent in practising effective behaviour management methods. Children are eager to place their names on the coloured display used to promote positive behaviour and proudly show off stickers they have received as rewards. This means that children consistently receive clear and reliable messages about how to behave safely while having fun and taking appropriate risks. Children independently go to wash their hands before eating and show that they have a good understanding of effective hygiene procedures. Children's individual dietary needs and preferences are protected because staff have safe procedures to ensure that they are provided with snacks and drinks that meet their individual requirements. Children have a good understanding about leading a healthy lifestyle and when asked about healthy foods talk about different types of fruit. This means that children are learning about what foods are necessary for them to maintain a healthy lifestyle.

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

The pre-school management team are secure in their knowledge of the requirements of the Statutory framework for the Early Years Foundation Stage. Staff recruitment and ongoing supervision meets safe legal requirements and means that all staffs suitability is checked and that they have relevant qualifications and experience. As a result, children benefit from being cared for by suitable and knowledgeable staff. Regular risk assessments help to monitor the environment where children play and the activities they play with. All staff have a good understanding about how to keep children safe because they know and understand the policies and procedures that underpin their practice. Mobile phones are kept in the staff room, away from children, to minimise any possible risk to their welfare. Senior staff undertake regular training to maintain an up-to-date awareness of safeguarding issues. When new staff or students start at the pre-school the management team put into place thorough programmes for their induction. This ensures that they are clear about the pre-school's policies and procedures.

Regular staff meetings are held to review and evaluate practice and staff are encouraged to put forward any ideas for improvements. Staff are valued and happy in their roles and

the low turnover of staff means children's attachments are sustained. Staff are encouraged to attend regular training and share the knowledge that they gain with their colleagues, for example, music based training to extend the children's learning in this area. However, staff training is not always targeted at enhancing their knowledge about the different ways in which children learn. As a result, they have not fully considered the impact of the routines on children's learning. The manager and staff team reflect and monitor the implementation of the learning and development requirements. They review practice including the effectiveness of their planning, observation and assessment and use peer-on-peer observations to address strengths and areas for development in their teaching skills. This ensures that the quality of teaching is good and every child receives high quality learning and makes good progress based on their starting points.

There are effective partnerships with parents, local organisations and other early years providers. The pre-school places great value in ensuring that parents develop a sense of belonging and have a say in the care and well-being of their children. Staff communicate very effectively with parents. They have parents' evenings and workshops where, for example, parents were encouraged to plant and make birdfeeders with the children. Inclusive practice is very successful. Good provision is in place to secure timely support for children with special educational needs and/or disabilities to ensure they achieve well. Established multi-agency links provide extensive access to specialist knowledge, skills and resources. Transition arrangements for the children's next phase in their learning are very well supported through established and valuable links with local schools. There are positive working relationships to support children and practitioners and parents have access to support and advice services through the local children's centre. Parents feel that staff value them, listen to their concerns and worries and work with them to help children settle in and progress. For example, parents comment that 'Staff actually care, it's not just a job, they have the children's best interests at heart' and 'If I have a problem with anything they're the ones I turn to first'.

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	229189
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	866422
<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>	38
<b>Number of children on roll</b>	36
<b>Name of provider</b>	Our Lady's Pre-school Committee
<b>Date of previous inspection</b>	19/10/2009
<b>Telephone number</b>	0121 783 6769

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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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