

Our Lady's Pre-School

Oxford Road, Cowley, Oxford, Oxfordshire, OX4 2LF

Inspection date	25/11/2014
Previous inspection date	10/11/2011

The quality and standards of the early years provision	This inspection:	
	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		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Staff provide strong outdoor learning experiences, which help children to develop in all areas of their learning.
- Staff have established positive partnerships with parents and effective links with other professionals. This helps them to promote all children's learning and development consistently, including those with special educational needs and/or disabilities.

It is not yet good because

- Staff do not maintain a record of children's daily hours of attendance. This is a breach of the requirements.
- Staff do not always provide accessible resources to develop children's skills in using information technology.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's activities indoors and outdoors.
- The inspector undertook a joint observation with the manager.
- The inspector had a discussion with the provider and manager.
- The inspector talked with staff, some children and parents to obtain their views.
- The inspector scrutinised a range of relevant documentation relating to safeguarding, suitability records, policies and procedures.

Inspector

Helen Porter

Full report

Information about the setting

Our Lady's Pre-School has been in operation for approximately 30 years and is based in a classroom of Our Lady's Catholic Primary School, in Cowley, Oxford. The pre-school is situated near to the Oxford ring road and Cowley shopping centre. Children have access to an enclosed outdoor play area. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 36 children on roll, all of whom are within the early year's age range. The pre-school is open each weekday between 8.30am to 11.30am and 12.15pm to 3.15pm, during term time. The pre-school supports children with special educational needs and/or disabilities. The pre-school employs a total of five staff, all of whom hold relevant early years qualifications.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that a record is kept of the hours of attendance of all children who are looked after on the premises

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

- enhance the opportunities for children to independently access and develop their skills in using information technology.

Inspection judgements

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

Staff have sound knowledge of how to help and challenge children to reach their next steps in learning. They obtain information from parents and complete observations when children attend their first visits. This helps staff to identify children's interests and achievements, and plan challenging activities that meet their individual needs. Staff effectively share detailed observations and assessments with parents and other professionals involved in children's care and development. This helps all children to make good progress in their learning and development, including those with additional needs. Staff include parents' comments about their child's learning at home in assessments. This results in staff planning exciting environments both indoors and outdoors, which meet the ongoing needs of all children.

Partnerships with parents are positive. Parents speak well of the friendly approachable

staff team, stating that they communicate well. Parents also say how much their children enjoy attending the pre-school. Staff have effective systems to share information with parents and build relationships with them. For example, staff and parents write daily comments about children's achievements and their planned next steps in learning in 'home link books'. Partnerships with external agencies, and other early year's providers, are well established. There are strong links with other provisions, the local authority and agencies to support children with special educational needs. The relationships help to build consistency in children's learning and, as a result, they make good progress.

Staff provide strong outdoor learning experiences, which help to enable children to develop in their preferred learning environments. They provide challenges for the children such as climbing up steps. This helps them to gain confidence in their movement and coordination. Children learn about living things and growing, as staff provide them with good first hand experiences. For example, during the inspection, staff reminded children to check the growth of their lettuces. They then investigated whether any insects were present in the 'bug hotel' they made from natural resources such as logs and bark.

Staff develop children's skills for school well, effectively introducing numbers, shapes and measures into play. For example, while children played at the water tray, staff demonstrated mathematical concepts by filling pots using measuring jugs. This allowed children to explore how much water it would take to fill up each pot. Children learn to compare sizes and shapes, such as when staff encouraged them to sort circles from the smallest to the largest. Although there is a range of technology resources, staff do not always make these easily accessible to children. For example, they do not always turn the computer on for children to explore in their freely chosen play. This means that they do not fully support children's developing skills in using information technology.

Staff involve children in a range of meaningful activities to develop their communication and language skills. They model new words and encourage children to explain their thinking and ideas. For example, when sharing books, staff used skilful questioning to encourage children to recall the events in the story. As a result, children are confident talkers, who share ideas and talk openly at group times.

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

Staff implement a suitable key-person system, which helps to meet children's individual care needs. The positive relationships that staff build with children and their parents help children to become confident and self-assured. Staff provide a warm and nurturing environment where children explore safe and securely. Children arrive to sessions enthusiastically and join in play with each other. Staff act as suitable role models as they value and respect children, helping them to learn to value and respect each other. For example, staff encourage children to take turns with resources and they continue to do so throughout the session. Staff take on board all children's views and listen to their ideas. This all helps to promote positive behaviour and prepares children emotionally for school.

Staff plan suitable activities and encourage children to have a go at taking small risks. For

example, they challenge children to balance and walk along logs. This provides some opportunities to teach children how to keep themselves safe. Staff carry out many practices, which help them to protect children. For example, they conduct daily risk assessment checks to identify hazards and take action to minimise these. Although there is a list of the names of children who attend each day, staff do not record children's hours of attendance. This means that the times of children who arrive late are not documented. This is a breach of the safeguarding and welfare requirements. It means that staff cannot gain an accurate picture of the children present at any specific time. This does not promote children's safety the event of a concern or emergency, such as a fire evacuation.

Staff offer a healthy selection of snacks and water is available throughout the session. They develop children's understanding of healthy eating as they talk to them about the fruits they eat and the vegetables they grow in the garden. Staff encourage children to serve themselves fruit and pour their own drinks to build their independence before moving onto school. They remind children of the importance of washing their hands before eating to reinforce appropriate hygiene practices. Staff consistently support children in blowing their noses, and remind them to cover their mouths when they cough to help prevent the spread of infection. Staff provide free access to the garden during parts of each session. This gives children adequate chances to exercise and have fresh air.

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

Staff understand the role they play in safeguarding children and are aware of the procedures that they must follow if they have concerns about a child's welfare. This helps to keep children safe. However, they do not record children's hours of attendance. This is a breach of the requirements and actions have been raised regarding this. The staff are a well-established and qualified team. There are sound procedures for recruitment and induction. This means that staff are suitably qualified and appropriately vetted. Induction systems ensure that staff are clear about their roles and responsibilities. The manager is developing her supervision meetings with staff to help identify training needs. She monitors the planning and delivery of the educational programme, meeting regularly with staff to discuss any gaps in achievement and to plan action to address these.

The manager carries out an appropriate self-evaluation to reflect on the quality of the provision. Parents, staff and children also contribute to this evaluation. For example, staff hand out regular questionnaires to parents to obtain their views and suggestions. This all helps to highlight strengths and areas for development, and set targets for continuous improvement. For example, as an outcome of shared self-evaluation, more resources have been obtained to support children's outdoor learning.

Staff have experience of working successfully with a range of professionals to support children's individual needs. These include speech therapists and special educational needs inclusion teachers. This effective partnership working helps all children to receive targeted support, in order for them to achieve the best possible outcomes in their learning and

development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that a record is kept of the hours of attendance of all children who are looked after on the premises (compulsory part of the Childcare Register)
- ensure that a record is kept of the hours of attendance of all children who are looked after on the premises. (voluntary part of the Childcare Register)

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	134001
Local authority	Oxfordshire
Inspection number	813815
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 5
Total number of places	24
Number of children on roll	36
Name of provider	Our Lady's Pre-School Committee
Date of previous inspection	10/11/2011
Telephone number	01865 749629

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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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