

# Our Lady Of Pity Pre-School



Our Lady of Pity RC Primary School, Rigby Drive, Wirral, Merseyside, CH49 1RE

## Inspection date

25 March 2015

Previous inspection date

10 December 2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The quality of teaching is good. All staff are qualified and use their knowledge to plan a broad range of activities for children based on detailed observation records and their knowledge of individual children's interests. Children, including those who have special educational needs and/or disabilities, make good progress from their starting points.
- Children have good relationships with the staff. They are happy, settled, and motivated to learn.
- Staff act as good role models and explain the importance of taking turns and sharing. As a result, children's behaviour is good and they are emotionally well prepared for the next stage in their learning.
- Partnership working with parents and other agencies is strong. Parents are kept well informed about their children's learning and development and are fully involved in the activities of the setting.
- Children are kept healthy and safe from harm. They understand the importance of washing their hands before eating and after using the toilet. All staff hold current first-aid qualifications and can demonstrate their understanding of safeguarding procedures.
- Staff involve parents and children in the process of reviewing their practice and use self-evaluation effectively to identify areas for further improvement.

### It is not yet outstanding because:

- Peer observations are not always used consistently and effectively to enable staff to observe and share best practice, and further develop their already good teaching skills.
- The outdoor play area is regularly shared with the adjoining school which restricts the children's free play opportunities and limits their choice of activities.

## What the setting needs to do to improve further

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

- provide more opportunities for staff to observe and share best practice, to enhance children's learning further, by fully embedding peer observations into supervision and monitoring systems
- maximise children's outdoor play opportunities by reviewing the arrangements for sharing the outdoor play area to improve children's free play choices and activities.

### Inspection activities

- The inspector observed activities inside and outdoors.
- The inspector conducted a joint observation with the manager.
- The inspector spoke to staff, children and parents.
- The inspector reviewed a sample of policies and procedures, and checked evidence of suitability and qualifications of staff.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector held a meeting with the manager and the headteacher.

### Inspector

Susan Hopper

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff have a good understanding of the Early Years Foundation Stage and how children learn. Children's learning journals are shared with parents every term. Staff provide parents with story books and activities that they can share with their children at home. Partnership working with other agencies is strong. The needs of children with special educational needs and/or disabilities are quickly identified and appropriate help and support is secured. The pre-school works closely with local schools, and other settings that the children attend, by exchanging information to ensure continuity of care and learning for the children. Children are well prepared for the next stage in their learning. They learn about numbers and mathematical concepts through play and baking activities. During group sessions, they are encouraged to recall familiar words from story books, count and clap numbers, and complete jigsaw activities. Examples of children's early writing are displayed throughout the pre-school. Staff actively engage with the children, listening to what they say and using questioning techniques effectively to extend their critical thinking skills.

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

Staff provide a warm and nurturing environment for the children. Children demonstrate high levels of confidence and self-esteem, and are encouraged to be independent. They help to plan and tidy away activities, and are encouraged to put on their own waterproof suits and wellingtons for outdoor play in the mud pit. The indoor and outdoor play areas are well planned and resourced, and children freely access the toys and equipment. However, the outdoor play area is shared with the school and playtimes often overlap. This results in children having fewer choices of activities as well as less space to play independently. Children behave well and understand daily routines and boundaries. They are learning how to keep themselves healthy and safe. Children enjoy healthy snacks and drinks of water or milk. They take part in regular fire drills. Risk assessments are completed regularly and staff ensure that all entrance gates and doors are secured.

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

The new leadership and management structure is having a positive impact on the quality of teaching and learning for all children. The manager uses supervision and monitoring systems to support the staff and identify areas for further development. However, the use of peer observations by staff to observe and share best practice is not yet fully embedded in supervision and monitoring systems. As a result, opportunities for staff to learn from each other and to further develop their teaching skills are not always used consistently and effectively. Staff attend regular training to update their knowledge and skills. For example, recent training about children with special educational needs and/or disabilities is helping staff to ensure that robust practices are in place and children's needs are met. Systems for evaluating the work of the pre-school are used effectively to develop action plans for improvement.

## Setting details

<b>Unique reference number</b>	306445
<b>Local authority</b>	Wirral
<b>Inspection number</b>	867668
<b>Type of provision</b>	Sessional provision
<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>	40
<b>Name of provider</b>	Our Lady of Pity Pre-School Committee
<b>Date of previous inspection</b>	10 December 2008
<b>Telephone number</b>	0151 677 6813

Our Lady of Pity Pre-School was registered in 1992 and is run by a committee. It is situated on the site of Our Lady of Pity School. The pre-school employs five members of childcare staff. All five hold appropriate early years qualifications, four at level 3 and one at level 2. The manager has Early Years Professional Status. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am until 12pm, Monday to Friday, and 1pm to 3.30pm, Monday to Thursday. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities.

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