

# Our Lady of Pity Annexe Pre School



St Catherine's Church, Birkenhead Road, Hoylake, Wirral, CH47 5AF

<b>Inspection date</b>	10 May 2016
Previous inspection date	2 April 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The pre-school is well organised and has established effective partnerships with the school staff with whom they share the premises and some of the facilities. Effective timetables and polite interactions provide a safe and pleasant place for children to be.
- The key-person system is very effective as staff know individual children well. Children demonstrate a real affection for all the staff. These strong bonds help children to feel confident. They eagerly join in activities and enjoy being exploratory learners.
- Staff are well qualified and their teaching is good. They are very knowledgeable about the importance of providing activities, such as music and movement, to help children develop essential coordination. They understand how such activities can help prepare children with skills for early writing.
- Staff are good role models to children. They support children to participate in activities that help them work together. Children are polite, behave well and happily share toys and resources, such as when they build a train with connecting panels.

### It is not yet outstanding because:

- While the manager reviews the development needs of the staff team, the committee do not always support her in her role in raising the quality of staff's practice even further.
- Staff have not considered further ways for children to use the good range of technological equipment more independently and frequently in their play.

## What the setting needs to do to improve further

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

- strengthen the ways in which the manager is supported in her role in order to raise the quality of the provision to the highest level
- increase children's access to the good range of information and communication technology equipment available, enabling them to freely use and explore the ways in which different equipment operates.

### Inspection activities

- Prior to the inspection, the inspector viewed the pre-school's last report and its self-evaluation document.
- The inspector viewed activities in the classroom, main hall and in the outdoor play area. He observed teaching and interactions between the staff and children.
- The inspector interacted with children and spoke to staff at appropriate times throughout the inspection. He also took account of the views of parents, extended family members and other professionals who care for children and who were spoken to on the day.
- The inspector held meetings with the nominated person for the committee, the manager and deputy manager. He also carried out a joint observation with the manager.
- The inspector looked at children's registration records and planning documentation. He checked the evidence of the qualifications and the suitability of staff working in the setting and also looked at a range of other documentation.
- The inspector checked the arrangements for first-aid trained staff and their deployment.

### Inspector

Frank Kelly

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff demonstrate they have a good understanding of the steps to take to report any concerns they may have about a child's welfare. The premises are clean, well maintained and secure. The monitoring of assessments of children's learning is undertaken securely by the manager. Self-evaluation is sound and since the last inspection improvements have included all staff undertaking a range of vocational training to help improve their knowledge and support steady progress in teaching. The staff work closely with parents and other professionals to support children's unique care and learning needs.

### Quality of teaching, learning and assessment is good

Staff provide children with good support during activities. For example, staff invite children to identify if there are more or less boys in the group. They encourage the children to group themselves and count and compare the differing groups. Staff plan well for future learning and assess children regularly. Parents are supported to enhance learning at home through daily discussions and emails about what children have been learning in pre-school. Children benefit from their access to most of the toys and equipment as they play. This helps them to be active learners as they make choices and use equipment to practise their previous learning or test out their new ideas. Staff have a good knowledge of how children learn. They adopt a number of ways for children to revisit previous learning. For example, children are invited to recall and talk about the adventures of a rabbit who ventures into a vegetable patch. This helps children to develop their talking and social skills.

### Personal development, behaviour and welfare are good

Children thoroughly enjoy the time they spend in pre-school. Staff help children to attend to their own needs well and simple discussions during play reinforce children's understanding of keeping safe. For example, when playing with cars and talking about speed, staff remind children about the importance of wearing a seat belt. Children are eager to attend to their own safety as they willingly help to tidy away toys after they have used them. Children follow appropriate hygiene procedures and enjoy lots of opportunities to be physically active each day. Activities, toys and books, such as those about people who help them, are used effectively to help children to gain a greater understanding about diversity and differing lifestyles beyond their own. Children are encouraged to be considerate of other children, such as those in the Reception class, when passing through shared areas. This helps children to develop their early citizenship.

### Outcomes for children are good

Children are confident and eager to be involved with the activities offered, and engage with staff and peers alike. They demonstrate they have developed strong exploratory impulses and an ability to concentrate well. Good staff support and close links with the school are helping them develop the ability to sit and listen, understand and follow instruction. These skills prepare them well for their move to school and foster their future ability to learn and make progress in all aspects of their development.

## Setting details

<b>Unique reference number</b>	306444
<b>Local authority</b>	Wirral
<b>Inspection number</b>	855125
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	35
<b>Name of provider</b>	Our Lady of Pity Annexe Pre School Playgroup Committee
<b>Date of previous inspection</b>	2 April 2009
<b>Telephone number</b>	0151 632 6336

Our Lady of Pity Annexe Pre School opened in 1994 and is led by a committee. The pre-school employs five members of childcare staff. Of these, the manager holds a degree in early years practice and four staff hold appropriate early years qualifications at level 2 or 3. The pre-school opens Monday to Friday, during term time only. Sessions are from 8.50am to 11.50pm. The pre-school also opens from 12.30pm to 3.30pm on Monday and Thursday afternoons. The pre-school provides funded early education for two-, three- and four-year-old children.

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