

# Our Lady's First Steps Pre-School

Clincton View, WIDNES, Cheshire, WA8 8JN



## Inspection date

1 March 2017

Previous inspection date

6 December 2013

| <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        |
| 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 nursery has developed excellent partnerships with other professionals. This ensures that all children, including those who have special educational needs and/or disabilities receive prompt support when needed and continuity in their care.
- Partnerships with parents are very good. Information about children's care and learning is shared in a range of ways. Parents comment that they are very happy with the service provided. Children benefit from good continuity between the nursery and home.
- Overall, the quality of teaching is good. Staff use their observations and assessments to plan and provide a range of stimulating activities that children enjoy. Children make good progress in their learning.
- Children are exceptionally well behaved and have great fun at this bright and welcoming nursery. Staff are excellent role models. Children demonstrate very good awareness and understanding of nursery rules and the expectations for their behaviour.
- The manager and staff are ambitious and have a strong commitment to providing a high-quality provision. Regular reflection and evaluation lead to effective plans that drive forward improvements.

### It is not yet outstanding because:

- On occasions, large-group activities are not always well organised to maintain the children's interests and motivation.
- The programme of professional development is not yet sharply focused and targeted to provide opportunities for staff to improve their practice and knowledge to an even higher level.

## What the setting needs to do to improve further

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

- review the organisation of large-group activities to fully engage children so they are keen and motivated to learn
- provide more opportunities for staff to improve their practice and knowledge in order to take teaching to the highest level.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Alison Regan

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Robust procedures for recruitment and to check the suitability of staff are implemented well. Staff understand how to recognise possible signs and symptoms of abuse. They are confident in the procedures to follow if they have concerns about a child's welfare. Staff are aware of their duty to prevent children being drawn into situations which put them at significant risk of harm. The majority of staff are well qualified. The manager carries out supervision meetings with staff, and all staff attend regular team meetings. This helps to ensure that staff continue to understand their roles and responsibilities. The manager regularly checks the progress of children's individual learning. This helps to identify any emerging gaps in learning and tailor further support where required.

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

Staff have a good understanding of how children learn. They interact well with children and offer support and guidance in their learning. Staff are well deployed throughout the nursery. They stay close by and observe children as they play and interact with others. They are on hand to offer reassurance and extend children's individual learning when required. Staff support communication and language effectively. They model and reinforce language and introduce new words as children play. All children are developing well in mathematics. Younger children learn to stack blocks and staff support their learning by counting in sequence as the blocks are placed on top of each other. Toddlers match colours and learn to group objects together that are the same. Older children learn about shape, size and measurement. Together they work out which mini-beast is the longest and shortest.

### Personal development, behaviour and welfare are good

All staff are dedicated, attentive and children form warm, trusting relationships with them. This helps to promote children's emotional well-being and they demonstrate good levels of confidence and self-esteem. Babies and children settle quickly in this warm, caring, friendly environment. Staff use information gained from parents to tailor experiences to meet the individual care needs of each child. Children learn to lead healthy lifestyles. They enjoy a variety of nutritious meals and snacks. Babies show they are curious and inquisitive as they explore their surroundings. They are developing their physical skills and are gaining the confidence to master new skills. Children have plenty of opportunities for fresh air and exercise in the inviting outdoor area. They enjoy many walks in the woodland area. This helps to raise children's awareness of the world around them.

### Outcomes for children are good

All children, including those who access funding and those who have special needs and/or disabilities, are making good progress. Early literacy skills are emerging. Children show an avid interest in books and can identify letters and familiar words. Children learn to be independent. Younger children are learning to dress themselves and older children help themselves to snack and pour their own drinks. Children are developing all of the key skills needed for future learning, including school.



## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY244150  |
| <b>Local authority</b>                           | Halton  |
| <b>Inspection number</b>                         | 1064367   |
| <b>Type of provision</b>                         | Full-time provision   |
| <b>Day care type</b>                             | Childcare - Non-Domestic  |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>                     | 0 - 5   |
| <b>Total number of places</b>                    | 105   |
| <b>Number of children on roll</b>                | 134   |
| <b>Name of registered person</b>                 | Our Lady's First Steps Pre-School Committee                                       |
| <b>Registered person unique reference number</b> | RP907239  |
| <b>Date of previous inspection</b>               | 6 December 2013   |
| <b>Telephone number</b>                          | 0151 424 5500   |

Our Lady's First Steps Pre-School was registered in 2004. The nursery employs 27 members of childcare staff. Of these, 23 hold appropriate early years qualifications ranging from level 3 to level 6. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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