

# Our Lady of Pity Annexe Pre School

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



<b>Inspection date</b>	21 March 2019
Previous inspection date	10 May 2016

<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 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

- Partnerships with parents are strong. Parents speak extremely positively about staff, stating that they are approachable and keep them informed about children's progress. Parents enjoy being part of children's learning. For example, they describe helping children to look for objects that begin with the letter of the week.
- Well-qualified, experienced staff carefully observe children as they play. They identify children's strengths, as well as areas where they are less confident. Staff effectively provide further opportunities for children to build on their existing skills. This helps children to make good progress.
- Staff provide a welcoming environment. Children are quick and happy to leave their parents. They form strong bonds with staff and are confident to approach them for assistance.
- There is a strong focus on supporting children to develop their mathematical knowledge. For instance, children talk confidently about size and position as they construct large models. They begin to make comparisons between groups of objects. Children explore simple addition and correctly predict the total when they add one more.
- The manager is very proud of the pre-school. She is highly ambitious and effectively evaluates the provision to continue to raise the quality to the highest level. She seeks the views of parents and staff as part of this process. She explains her plans to use the new interactive white board to extend children's understanding of how technology works.
- Staff do not always successfully gather information from other early years settings where children attend. This means that shared approaches to children's learning are not fully effective.
- On occasions, staff do not make the best use of opportunities to challenge children, to fully extend their thinking and problem-solving skills.

## What the setting needs to do to improve further

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

- strengthen systems for gathering information from other early years settings
- maximise opportunities to encourage children to solve problems and develop their thinking skills even further.

### Inspection activities

- The inspector observed the quality of teaching during activities indoor and outdoors.
- The inspector evaluated an activity with the manager and discussed the impact on children's learning.
- The inspector interacted with children and staff at various points during the inspection.
- The inspector examined a sample of relevant documents and evidence of the suitability of staff.
- The inspector discussed children's learning and progress with key persons, including their next steps and interests.
- The inspector spoke to a small sample of parents and viewed written testimonies. She took their views into account.

### Inspector

Sue Smith

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a secure knowledge of how to keep children safe from harm. They clearly explain the procedures to follow if they have concerns. They regularly refresh their knowledge, so that it remains up to date. Robust policies and procedures further contribute to keeping children safe. Staff receive good support through regular supervisory meetings. They have opportunities to access training to broaden their skills and knowledge. This helps to enhance the already good teaching practice. For example, staff use new strategies they have learned to help children to self-manage their behaviour when lining up.

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

Overall, the experienced staff support children's learning and development in all areas well. Staff have a sharp focus on helping children to develop their awareness of phonics. They skilfully use books to recap on letter sounds children have previously explored. They model how to write the letters. Children eagerly discuss the letter of the week. They show delight as they show their friends items they have brought from home. Children make simple boats and begin to test out theories, such as whether flat boats sink or float. Children have good opportunities to strengthen their muscles and coordination. For example, they manipulate their fingers as they thread and practise cutting. They enjoy using scooters in the outdoor area. Children notice how things change over time. For example, they tell staff that 'the puddle is not there anymore, it has dried up'.

### Personal development, behaviour and welfare are good

Staff reinforce behavioural expectations during play and routines. For example, they remind children to share resources and to sit still while they are eating. Staff make good use of facilities in the local area to help children learn about the world around them. For instance, they visit the local lifeboat station. Children learn how to care for the environment as they remove litter from the beach. They enjoy daily visits to the local park, where they excitedly run on the grass. They comment that their hearts are beating faster. Children show good levels of independence. They pour their own drinks and take responsibility for clearing away plates and cups. Staff plan activities to help children learn about celebrations in other cultures, such as Chinese New Year.

### Outcomes for children are good

Children are well prepared for their next stage of learning. They are confident, independent learners. For example, they persevere as they put on dressing-up clothes. Children initiate their own play, such as excitedly pretending to rescue their friends from the sea. They knowledgeably tell them that 'you need a life belt to stay safe'. Children happily chat to visitors about what they are doing. Younger children enjoy mark-making activities. Older children are beginning to write their name. Staff work closely with the Reception class of the host school. This supports children's smooth transition to school when the time comes.

## Setting details

<b>Unique reference number</b>	306444
<b>Local authority</b>	Wirral
<b>Inspection number</b>	10066949
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	Our Lady of Pity Annexe Pre School Playgroup Committee
<b>Registered person unique reference number</b>	RP907254
<b>Date of previous inspection</b>	10 May 2016
<b>Telephone number</b>	0151 632 6336

Our Lady of Pity Annexe Pre School registered in 1994. The pre-school employs five members of 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 Thursday from 8.50am to 3.30pm, and on Friday from 8.45am to midday, during term time only. It provides funded early education for two-, three- and four-year-old children.

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