

# Inspection of Our Lady of the Wayside Pre-School

566 Stratford Road, Shirley, SOLIHULL, West Midlands B90 4AY

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Inspection date: 18 April 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children feel safe and relaxed in the nurturing surroundings. They confidently adapt to any changes to the environment and routine. Children become deeply absorbed in their play as they combine resources in many ways to build on their ideas. For example, children take the dinosaurs to the dough table and create headbands for them. Other children use bees on sticks and create their own gardens. They are supported well to explain their ideas and solve any problems they encounter. Children have the freedom and time to play with their chosen activities and explore their ideas on their own and with their friends. For example, children negotiate as they play imaginatively with tools in the pretend construction site.

Children have ample opportunities to increase their self-help skills as they play independently and during snack time. For example, even the youngest children choose their name cards, wash their hands and are given the time they need to spread butter on their bread. Children thoroughly enjoy being physical outdoors as they run, climb and balance on the varied range of equipment provided. Story sessions are popular and often linked to what children are being taught. For example, children engage well as they look at the book and recall how they have been planting seeds.

## **What does the early years setting do well and what does it need to do better?**

- Play is central to the educational programme, and staff have a good understanding of how it supports children to learn and develop. Staff regularly observe and reflect on children's play and interactions. They use this information to provide a quality environment with open-ended opportunities so that children can explore and experiment with their ideas.
- Staff place a prime focus on supporting children's emotional well-being and independence. Staff skilfully encourage children to take the lead and develop and extend their play. They support children to be kind and sensitive to the needs of others and to manage their own feelings.
- Partnerships with parents are strong. During the induction process, staff collate detailed information about children's care and development to help them meet their needs. Parents report that they feel included in their children's learning. For example, the electronic application used to inform them about their children's progress helps them extend their learning at home. Parents also report their children have made significant progress in their confidence, communication and language. Parents value the book-lending system and feel this helps their children develop a love for books.
- Staff quickly identify any children who may benefit from additional support. For

example, staff closely observe these children and provide targeted interventions to help close gaps in children's communication skills. There are strong systems in place to support children with special educational needs and/or disabilities. Any additional funding is used for extra staff to ensure children are safe and their individual needs are met.

- The manager places a strong focus on creating a happy and enthusiastic staff team. Staff report they find the supervision sessions and training useful to help build on their knowledge and skills. The manager works alongside the staff team and undertakes daily monitoring to ensure that good-quality experiences and teaching is provided. However, the manager does not often enough identify very precisely with each member of staff how they can further develop the quality of their teaching to the highest level.
- All children make good progress from their starting points. Girls show a keen interest in the writing experiences and activities provided, which help increase their listening and attention skills. However, staff do not use the activities that the boys enjoy most to help further develop their writing, listening and attentions skills. Therefore, their attainment is not as high in these areas.
- There are strong systems in place to support transitions when children move on to the local schools and nurseries. The manager works closely with the staff at the on-site school to help prepare children with the skills they need in preparation for school. Arrangements are made for children to attend events and use the host school's facilities . This helps the children become familiar with the building and staff they will meet as they start school.

## **Safeguarding**

The arrangements for safeguarding are effective.

There are effective recruitment and vetting procedures in place to ensure all committee members and staff are suitable. Staff benefit from an effective induction process to ensure they are clear about their roles and responsibilities. All staff receive child protection training, and they have a good understanding of the procedures to follow if they have a concern. The manager works closely with other agencies and shares information to help promote children's welfare and education. Keeping children safe is a high priority. For example, the manager has carried out a detailed risk assessment to ensure that the hall is safe and suitable for use after recent renovation work.

## **What does the setting need to do to improve?**

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

- develop the curriculum further to more fully consider the interests of boys, to help raise their achievement in listening and attention and their writing skills
- build on the systems in place to support staff development to help each member

of staff identify very precisely how they can raise the quality of their teaching to the highest level.

## Setting details

<b>Unique reference number</b>	250105
<b>Local authority</b>	Solihull
<b>Inspection number</b>	10279745
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	Our Lady of the Wayside Pre-School Committee
<b>Registered person unique reference number</b>	RP517422
<b>Telephone number</b>	07474 743744
<b>Date of previous inspection</b>	7 September 2017

## Information about this early years setting

Our Lady of the Wayside Pre-School registered in 1993. The pre-school is open each weekday from 9.15am to 12.15pm, during term time only. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school employs seven staff who work directly with children. Of these, one holds qualified teacher status, one holds an early years qualification at level 6, one holds a qualification at level 4 and four hold a qualification at level 3.

## Information about this inspection

### Inspector

Parm Sansoyer

## Inspection activities

- This was the first inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in the evaluation of the setting.
- The inspector and the manager completed a learning walk together to gather information about the experiences provided.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to staff, children and parents at appropriate times during the inspection.
- The inspector took into account the views of parents.

We carried out this inspection 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.

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