



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 220265

DfES Number: 597118

INSPECTION DETAILS

Inspection Date 02/12/2003
Inspector Name Jill Hunn

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Our Lady's Pre-School
Setting Address Henshaw Road
Wellingborough
Northants
NN8 2BE

REGISTERED PROVIDER DETAILS

Name Our Lady's Pre-School Wellingborough 1073155

ORGANISATION DETAILS

Name Our Lady's Pre-School Wellingborough
Address Henshaw Road
Wellingborough
Northamptonshire
NN8 2BE

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Our Lady's Pre school opened in January 1999. It operates from a classroom within Our Lady's Catholic Infant School in Wellingborough. The pre school serves the local area.

There are currently 40 children on roll. This includes 15 funded three-year-olds and 10 funded four-year-olds. Children attend for a variety of sessions. There are no children currently attending with special educational needs, or children who speak English as an additional language.

The pre school opens five days a week during school term time. Sessions are from 9:00 to 11:30 and 12:45 to 15:15.

A total of four staff work with the children. Over half the staff have an early years qualification to NVQ level 3. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP) and is a member of the Pre School Learning Alliance (PSLA).

The pre school has taken part in the Effective Early Learning quality assurance programme through the University of Worcester Research Centre in Early Childhood.

How good is the Day Care?

Our Lady's Pre school provides satisfactory care for children. The premises have been attractively decorated to create a welcoming environment. Space and resources are organised effectively so that children's needs are met. Most areas relating to records and procedures are satisfactory.

Staff are friendly and caring. They develop good relationships with the children. There are clear routines to sessions which help children feel secure and they behave well. Staff are aware of potential safety hazards so that children are kept safe during indoor and outside activities.

A broad range of worthwhile activities are planned which stimulate the children well. These include opportunities for children to learn about diversity.

The pre school develops positive relationships with parents. A range of useful information is provided to advise parents about the pre school and their child's progress. Workshops are held to enable parents to support children's learning at home.

What has improved since the last inspection?

not applicable

What is being done well?

- The organisation of space and resources. Children are able to self select from readily available resources and develop their ideas.
- The range of activities that promote equal opportunities and anti-discriminatory practice. The curriculum includes opportunities for children to learn about other cultures and beliefs. As a result children learn to appreciate and value the similarities and differences in other people.
- The management of children's behaviour. Staff manage children's behaviour positively and consistently. Consequently, children learn what is expected of them and behave well.

What needs to be improved?

- the operational plan
- the registration system so that it includes times of attendance of children and staff
- policies for behaviour management, special needs, child protection and complaints.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection	
Std	Recommendation
2	Develop the operational plan so that it includes staff deployment and how the training needs of staff will be met. Ensure that the operational plan is available to parents.
2	Make sure the registration system includes hours of attendance of children and staff.
10	Develop the written statement about special needs so that it is consistent with current legislation and includes special educational needs and disabilities.
11	Make sure the written statement on behaviour management includes bullying.
12	Make sure the written complaints procedure includes the address and telephone number of the regulator.
13	Ensure that the child protection statement includes contact names and telephone numbers for the local police and social services department, and the procedure in the event of allegations against a member of staff or volunteer.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Children attending Our Lady's Pre school are making generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff have a clear understanding of the Foundation Stage. Plans are based on the six areas of learning, identify learning intentions and key activities are evaluated. There is an effective system for observation and assessment but it is not used to plan the next steps in learning for individual children.

Staff provide a stimulating environment which engages the children well and allows them to initiate their own learning. Opportunities for older and more able children to develop their mathematical understanding by solving simple problems are limited. Staff make good use of carefully framed questions to develop children's thinking skills. They generally take account of events and interests to extend children's learning. However, opportunities are missed for spontaneous counting and linking sounds to letters. Staff manage children's behaviour skilfully and children behave well.

There are suitable systems in place to support children with special educational needs and children who do not speak English as their first language.

The partnership with parents is generally good. A range of information is available to parents so that they are aware of the Foundation stage and how the pre school operates. Parents are informed of their children's progress through parents evenings and informal discussion. Parents join in events and attend workshops so that children's learning can be supported at home.

The leadership and management of the pre school is generally good. The pre school is managed by a supportive committee who have appropriate systems in place for recruitment, induction and staff appraisal. Staff are very committed and work well together as a team. They regularly review their practice and take advice from the advisory teacher from the EYDCP.

What is being done well?

- There are excellent opportunities for children to learn to operate independently. They visit the toilet and wash their hands on their own. They successfully pour their own drinks, serve themselves at snack time and put their finished work in the correct 'take home' tray. Children help themselves to resources and assist staff with small tasks.
- The management of children's behaviour. Staff consistently encourage children and set them clear boundaries. As a result children learn what is expected of them and behave well. Older children begin to manage the

behaviour of other children.

- Opportunities for children to learn about space, patterns and sequencing. Children create simple patterns and investigate the properties of shape with a variety of interesting activities. They weave with strips of paper and investigate patterns used by other cultures.

What needs to be improved?

- opportunities for children to link sounds to letters
- the range of activities involving counting and simple mathematical problems
- opportunities for children to learn the benefits of being healthy and active
- planning, by using observations and assessments to plan the next stage in learning for individual children.

What has improved since the last inspection?

Generally good progress has been made in implementing the action plan drawn up to address the four key issues raised at the last inspection. Improvements have been made in most areas which have had a positive impact on children's learning. The planning has been revised and ensures that activities are provided that cover all six areas of learning. Low storage systems have been introduced which allow children to self select resources and develop their activities. A writing table is now available with a range of materials so that children can develop their writing skills. The system of recording assessments of children's progress has been revised but they are not used to plan the next stage in individual children's learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested and motivated to learn. They confidently take part in activities in small and large groups. Children are aware of routines and are successfully developing their independence. They develop good relationships with staff and peers and begin to co-operate with each other. Children respond readily to clear guidance and behave well. Four year old children begin to manage the behaviour of other children.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children speak confidently in small and large groups. They listen, respond to questions and link words to movement. Four year old children take turns and respond appropriately during conversations. Children are developing their early writing skills. Younger children make marks and older children write recognisable letters of their name, some all of their name. Children recognise their names from cards and regularly share books. Opportunities for children to link letters to sounds are limited.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are developing an interest in numbers but there are limited opportunities for spontaneous counting during activities. Children investigate and recreate simple patterns through an imaginative range of activities. They discover the properties of different shapes as they work with construction and craft activities. They use words to describe position, weight and size and explore capacity as they work with sand and water. There are few opportunities for children to solve simple problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children investigate and explore how things work and why things happen using a range of resources that stimulate their curiosity. They learn about growth, investigate the properties of wet sand and take part in cooking activities. Older children are able to complete a simple computer programme. Children talk about past and present events in their lives. They develop an awareness of their own and other cultures. There are limited opportunities for children to investigate the locality.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move and use equipment with increasing control. They show an awareness of their own and others personal space during activities and when playing together. Children successfully use a variety of tools and equipment to develop and challenge their fine and gross motor skills. There are insufficient opportunities for children to learn about the benefits of being healthy and active.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children explore and express their creativity using a variety of interesting materials. They experiment in two and three dimensions and investigate with mixing colours. Children sing spontaneously during their play. They use musical instruments to produce sound patterns when enacting favourite stories. Children make connections in their learning through a variety of role play situations which engage them well. Opportunities for children to share and communicate their own feelings are limited.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- make sure that observations and assessments are used to plan the next stage in learning for individual children
- provide further opportunities for children to link sounds to letters, counting, and to develop their mathematical skills by solving simple problems.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.