

St Elizabeths Catholic Primary Pre-School

St Elizabeths Catholic Primary School, Webster Street, Liverpool, L21 8JH

Inspection date

22/07/2014

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend

2

The contribution of the early years provision to the well-being of children

1

The effectiveness of the leadership and management of the early years provision

2

The quality and standards of the early years provision

This provision is good

- Robust safeguarding policies and procedures are in place, which ensures that children's welfare is protected. Children are kept safe and are supported by highly skilled staff.
- The key-person system is highly effective and children's social and emotional needs are exceptionally well met. Relationships with staff are excellent and this fosters a sense of belonging. Children are confident and thoroughly enjoy their time at the pre-school.
- Teaching is good because learning experiences are tailored to meet children's individual needs. This means that children make good progress given their starting points.
- The manager uses a range of effective strategies to produce ongoing improvement across the pre-school. The manager involves children, parents and staff to ensure that priorities are identified and are focused on teaching.

It is not yet outstanding because

- The staff appraisal process does not include sharply focussed evaluations to enhance professional development, in order to take children's achievements to the next level.
- There are fewer opportunities for parents to contribute what they know about their child's learning at home, in order to ensure an even more collaborative and consistent approach to the children's learning and development.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector discussed the procedures for safeguarding children and viewed the risk assessment and other documentation relating to safety.
- The inspector conducted a joint observation with the manager of an adult-led activity in the pre-school.
- The inspector observed activities in the playrooms, the outside learning environment and viewed equipment being used on the day of the inspection.
- The inspector held meetings with the manager and spoke with several of the remaining members of staff. The inspector also took account of the views of children and parents spoken to during the inspection.

Inspector

Cath Palser

Full report

Information about the setting

St Elizabeths Catholic Primary Pre-School was registered in 2014 on the Early Years Register. It is operated by the governing body of St. Elizabeth's Catholic Primary School. It is based and operates from a designated classroom in the school, which is situated in Liverpool, Merseyside. There is an enclosed area for outdoor play. The pre-school is open each weekday from 9am to 3.30pm, during term times only. Children attend for a variety of sessions. There are currently 68 children on roll, who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children, who speak English as an additional language and children with special educational needs and/or disabilities. The pre-school employs six members of childcare staff. Of these, all hold appropriate early years qualifications, four at level 2, one at level 3 and one holds Qualified Teacher Status.

What the setting needs to do to improve further

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

- build on the already excellent partnership working with parents, for example, by inviting them to contribute even more about what they know their child can do at home, so that children fully benefit from a shared understanding and common approach to supporting their progress
- strengthen the staff appraisal system to ensure the setting of targets are sharply focussed to improve the support and continuing professional development of all staff and take children's achievements to the next level.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The standard of teaching is good, with a good balance of adult-led, focused and child-initiated activities, which are challenging and stimulating for all children. Children settle-in extremely well as the familiar routines and activities are filled with rich and challenging opportunities for learning and development. For example, a member of staff tells a story using an animated voice to help children tune in. Children immediately point out familiar characters in the story and anticipate what will happen next. They are given teddy bears and encouraged to participate in the story and are actively engaged and maintain their focus. As a result, children's listening and attention skills are well supported and they develop a love of books and reading. Children make very good progress as the quality of teaching is very effective. They have opportunities for outdoor play as they freely choose between indoor or outdoor play. There is an enclosed outdoor area with a wide range of resources. These include natural materials, such as mud, wooden logs and areas for

planting and digging, large construction materials and a small world fairy wonderland. Children show great delight in balancing, building and digging. This effectively develops their physical, personal, social and emotional skills. Additionally, children's communication and language are further enhanced when they excitedly re-visit and engage in discussions about a favourite book, which they shared previously.

Staff amend their planning according to needs and opportunities that arise and constantly model and encourage the use of language and communication skills, including children, who speak English as an additional language. The well-planned activities and the range of good quality resources ensure children are enthusiastic, highly motivated learners, who make very good progress across all areas of their learning and development. Children with special educational needs and/or disabilities are exceptionally well supported through a very strong partnership with parents and relevant professionals, such as the speech and language therapists. Staff have an excellent knowledge of the children and they support and enhance their learning through well-focused planning. Staff are reflective and meet the needs of children by having clear expectations for their learning and knowing each child's starting points and readiness to be challenged. Staff are very effective at meeting the needs of the range of children, who attend and use a range of effective teaching strategies to reinforce learning and ensure children are developing well in both the prime and specific areas. Children are offered choices to promote their thinking and independence. Staff ask open-ended questions to check children's understanding and as a result, they develop good thinking and problem solving skills. They show great enthusiasm as they use the outdoors equipment and match shapes and jigsaw puzzles. Children access resources easily because they are labelled clearly with pictures and words to support their decision making. The early writing resources are provided in different areas. As a result, children access them throughout the pre-school to enhance their own play and use writing for a purpose. There is a very strong focus on communication and language and mathematical skills that support children, who are preparing for school.

Staff work very well with parents and they have developed exceptional partnerships to support children in being ready for their next stage in learning. Parents speak highly about the pre-school, saying their children are thriving and making excellent progress. They praise the incredible support that they receive from staff to enable them to carry out activities at home to support their children's learning. For example, all parents are provided with ideas for consolidating the learning and play at home using creative malleable materials, recipe cards and sharing books. Further information is shared between key persons and parents through the use of information books, daily verbal communication, termly progress reports and arranged meetings with parents. The learning journals and tracking sheets show all children are making very good progress and they are achieving very good levels of development in the prime and specific areas of their learning and development. However, there is scope to provide parents with more frequent opportunities to share information about what their child can do at home, in order to further enhance children's learning. Children relish opportunities to be fully involved in preparing for activities and take ownership for their environment. They have fun as they make marks and take part in a variety of focused sessions, which develops their skills and attitudes that prepare them for transition to school. Staff use high-quality teaching methods to support and challenge children's learning as they help them to sound out and make marks for the different letters. Lots of praise and encouragement are given for

children's emergent reading and writing, which in turn greatly boosts their self-esteem and confidence, preparing them very well for school.

The contribution of the early years provision to the well-being of children

Children's emotional well-being is well promoted throughout the pre-school and their needs are exceptionally well met. They are extremely happy and well settled in the pre-school. The indoor and outdoor environments provide high quality and challenging activities, which results in children being extremely confident and self-assured active learners. Staff have a strong focus on promoting children's social skills and as a result, they learn to play together harmoniously as they develop friendships. There is an extensive range of equipment and resources and as result, children gain excellent skills in their personal, social and emotional and physical development. Children enjoy practising their physical skills by climbing, balancing, throwing hoops and negotiating their ride-along toys around objects and other children. Consequently, they are extremely confident and self-assured. Children are encouraged to attend to their personal needs and wash their hands independently before snack time and demonstrate an excellent understanding of the importance of a healthy lifestyle and self-care skills. For example, children are able to make healthy choices from a range of delicious meals and serve themselves, which promotes their independence. There is a robust and highly effective key-person system in place. Meticulous monitoring and tracking of the children result in excellent staff awareness of each child's individual needs. Consequently, children form very secure relationships with their key person and settle quickly into the pre-school. Children are calm and highly confident as they engage in conversations and welcome visitors. Parents comment on the incredibly warm and friendly welcome they receive. Staff obtain detailed information from parents when children first start at the pre-school. These include children's current routines, needs, likes and dislikes, any special dietary requirements and their milestones and achievements regarding the three prime areas. As a result, staff are very aware of how to support each child and meet their individual needs. Parents are also invited to bring photographs of their children's experiences, which are displayed in the pre-school ready for their arrival after the holidays. Staff use this opportunity to talk to the children about their life out of the pre-school and consequently, children feel valued and secure. They are excellent models of behaviour and give children attention and respect. Consequently, children are impeccably well behaved and they are very responsive to the individual attention given by the staff.

Children's self-esteem is significantly raised because staff constantly praise and encourage them to try new activities and develop their independence. Staff know when to offer children challenges and allow them to take risks and when to intervene and offer support. Therefore, children learn to try things for themselves and gain self-motivation and a desire to learn. They learn extremely good skills for their future development and when moving onto school. Staff are very innovative, for example, they form excellent links with local schools to support transitions. They offer their time to settle some children into their new classrooms for short periods. In addition, parents of younger children are invited to join the pre-school to play with their children. As a result, children begin to form relationships with the staff and become familiar and confident within their new environment and routines. Also they are emotionally prepared to attend full sessions. Staff have very high

aspirations of the children and provide consistent boundaries and excellent explanations as they reinforce routines. For example, they offer rewards for those children, who show reluctance to carry out different tasks, such as reading a favourite book or blowing bubbles. Staff use a range of different approaches to support children to manage their own emotions, including books, puppets and props. They ask children to consider what their teddy is feeling during group time and the consequences that might occur when they misbehave. As a result, even very young children develop patience and a growing awareness of their own feelings and expectations.

Children wait patiently for their turn before speaking and they are encouraged to listen to others, helping prepare them well for school life. The inspirational learning environment is clean, safe and extremely well resourced, resulting in children being highly motivated and active learners. Staff are extremely attentive and caring and make an outstanding contribution to the well-being of the children. The exceptional warmth and constant interest of staff in children's achievements help them to feel valued and confident to explore further afield. They approach trusted adults and initiate conversations, asking them for help or simply sharing something funny with them. They consistently engage confidently in the wide range of high quality learning activities. Consequently, children are highly motivated, imaginative, enthusiastic learners, who show tenacity and enjoyment in what they set out to do. For example, children are confident to use large play equipment with confidence and skill, as they show trust in staff, who are close by to help when needed. Children are kept safe during a breadth of challenging learning experiences where they are supported by highly skilled staff to manage risk.

The effectiveness of the leadership and management of the early years provision

Leadership is inspirational; the management and staff have a thorough understanding of their responsibility to meet the requirements of the Early Years Foundation Stage. Staff have a good knowledge of the pre-school's policies and procedures and risk assessments are in place and reviewed regularly to ensure hazards are kept to a minimum. Fire evacuation procedures are conducted every term and therefore, children familiarise themselves with the procedures to help keep themselves safe. There is a whole school approach to ensure that all staff undertake relevant safeguarding training. Staff demonstrate a good understanding of the procedures to follow should they have any concerns regarding the well-being or safety of a child. They are familiar with the procedures for whistle-blowing and the contact details of the relevant agencies are easily located within the pre-school. Children are well supervised throughout the day and suitable systems for monitoring the access to the premises are in place. As a result, children are kept safe. Regulatory documentation is well maintained and include the safe recruitment of staff. Staff, parents and children all have a voice and included in the pre-school's self-evaluation process. Strengths and weaknesses are swiftly identified and improvement plans put in place.

Staff show a strong commitment to undertake regular training and professional development, which is encouraged by the manager. There is a targeted focus on the environment to promote communication friendly spaces and areas for children to explore

malleable materials. For example, the pre-school has introduced a 'mud kitchen' and a 'fairy wonderland'. This has been very effective. Tracking records show that children are making very good progress in their communication and language development and personal, social and emotional development, as they develop the confidence to talk to each other and play cooperatively. The performance of the staff, including peer reviews, is becoming embedded into the pre-school. However, the staff appraisal process does not yet include sharply focussed evaluations to enhance professional development, in order to take children's achievements to the next level.

Partnerships with parents and other professionals are very well established. Strong relationships, information sharing and good communication systems are in place. For example, daily discussions and daily diaries for younger children ensure that parents are kept very well informed of their progress. There are very strong links with other agencies and clear care plans in place, to focus on the outcomes for children. As a result, children with special educational needs and/or disabilities are flourishing. Parents praise the caring and friendly staff and say they are 'incredible'; meeting their children's needs 'fantastically well'. Parents can come along to settling-in sessions with their children and are delighted with how quickly their children settle in. They are invited to contribute to their children's learning at home. For example, they share books and bake using recipes the staff have given them and say they look forward to parents' evening to find out how well their child is doing.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY474489
Local authority	Sefton
Inspection number	956405
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	68
Number of children on roll	64
Name of provider	St Elizabeth's Catholic Primary School
Date of previous inspection	not applicable
Telephone number	01519225752

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

