

# Inspection of Our Lady of Pity Pre-School CIC

Our Lady Of Pity Rc Primary School, Rigby Drive, Wirral CH49 1RE

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Inspection date: 16 May 2023

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children thrive in this happy and nurturing setting. They are warmly welcomed by the friendly, caring staff, who take the time to speak with every parent and child as they arrive at the school gate. Children demonstrate a close and secure attachment with each staff member. They settle with ease and feel safe and secure. Each key person spends quality time getting to know children and their families in order to meticulously plan an ambitious curriculum. Children have opportunities to watch life cycles. They observe the seasonal changes and study creatures, such as tadpoles and caterpillars. They talk knowledgeably about how many legs caterpillars have and what they need to eat to change into a chrysalis. This fosters children's natural curiosity about the world around them. Every achievement is celebrated and, consequently, children are confident learners who embrace new skills.

Children demonstrate great kindness and are confident in managing minor conflicts themselves. They learn to identify and talk about their different emotions. They use their superb language skills to share ideas while working together to complete their chosen challenges, such as building a bridge with bricks. Through skilful questioning, staff encourage children to solve problems for themselves. They confidently demonstrate their understanding of why 'golden rules' are in place and recognise the impact that their behaviour has on others. Children are respectful to each other, staff and visitors.

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

- The manager and staff excel at supporting children's communication and language development. They create a language-rich environment and have devised a curriculum with diverse activities to help children learn and communicate effectively. Staff model sophisticated word use to promote vocabulary growth, such as 'overcast' to describe the weather. Children are confident communicators. When playing imaginatively with dough and foam, children talk about using the 'marvellous red dough' and how they 'gargle' during tooth brushing times.
- Staff promote children's literacy skills effectively. Staff recognise the benefit of sharing children's love of books with families. The well-used lending library encourages children to choose books to take home and share with their families. Children also engage in turn taking and social interaction during these activities to further enhance their communication skills. The excellent teaching supports older children to be confident communicators and ready for the next stage of their education. Additionally, staff teach children sign language and introduce new vocabulary through fun songs to build their confidence and encourage communication and interaction with peers.
- The promotion of living healthy lifestyles is exceptional. Children indulge in daily

physical activity. They seek adventures in the wonderful outside learning space. Three- and four-year-old children quickly become engaged in learning. They show lots of curiosity when planting out the seedlings they have been growing. Children have a wealth of opportunities to develop both their large and smaller muscle groups, preparing them for later learning, such as writing. Staff recognise the children who prefer to learn outdoors and use these opportunities to engage them in meaningful tasks, such as caring for the chickens. Children have an excellent understanding of the world around them.

- All children in the nursery, including those with special educational needs and/or disabilities and those who speak English as an additional language, make excellent progress. Staff are highly attuned to children's needs. They quickly put interventions in place, including using national programmes and signing, to help individual children's learning needs. Staff use additional funding successfully. Managers carefully consider how funding can be used to give children the best opportunities.
- The staff are exceptional practitioners, who hold themselves to extremely high expectations throughout the provision. The manager provides excellent support to the staff, enabling them to reflect on and evaluate their teaching and interactions with children and families. Many of the children move on to the host school. Children meet the Reception teacher and regularly access shared spaces. As a result, children's transitions to school are seamless.
- Staff are fully aware of children's interests and use these to promote learning across different areas. Children are currently interested in different occupations, such as police and firefighters. Staff invite the local fire brigade and mounted police to visit the pre-school. Children gain an understanding of the vital roles community helpers play. This approach fosters a sense of appreciation for their community and instils values of gratitude and respect in children.
- Partnerships with parents are excellent. Parents enthusiastically share their views about the provision. They comment that after visiting a number of pre-schools, this one stood out a mile and the 'outdoor activities are fantastic'. They appreciate the way that staff support children's independence. Parents identify how quickly their children settled in. They are extremely happy with the quality of care and education provided.

## Safeguarding

The arrangements for safeguarding are effective.

Children's safety and well-being are highly prioritised throughout the nursery. Staff ensure that the environment is free from risk and is safe and secure. Staff supervise children effectively. They move around the setting to ensure that ratios are maintained, inside and outdoors. There is a strong culture of safeguarding within the nursery. Regular safeguarding training and ongoing reflection at staff meetings ensure that staff's knowledge and understanding are up to date. Staff are confident in identifying signs that may indicate a child is at risk of harm and they know who to speak to for advice.

## Setting details

<b>Unique reference number</b>	2630867
<b>Local authority</b>	Wirral
<b>Inspection number</b>	10285488
<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>	24
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	Our Lady of Pity Pre-School CIC
<b>Registered person unique reference number</b>	2630866
<b>Telephone number</b>	01516776813
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The Our Lady of Pity Pre-School CIC re-registered in 2021 and operates from a building within Our Lady of Pity Primary School. The pre-school operates during term time only from 8.45am to 3.30pm, Monday to Friday. It is closed on bank holidays. The pre-school employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at levels 3, 4, and 6. The manager holds early years teacher status. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Suzy Marsh

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in the evaluation of the provider.
- The manager and inspector conducted a learning walk of the setting and discussed the intent and implementation of the curriculum.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector and manager carried out a joint observation of practice.
- The inspector spoke to a number of parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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