

Inspection of Our Lady of Pity Annexe Pre School

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

Inspection date: 12 February 2025

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

Children demonstrate that they feel extremely safe, content and happy in the setting. They enter the setting eager to play and highly motivated to learn. They make excellent progress from their starting points because the caring staff team know children very well. All staff show a deep awareness of the curriculum and the children they care for. Children are collaborators in shaping a curriculum that ignites their enthusiasm and passion for learning. The curriculum is highly challenging and implemented effectively to support all children.

Children's sense of community is outstanding. The pre-school celebrates diversity, promoting an appreciation of each child's uniqueness with the wider community. Leaders and staff take children on regular outings in the community and invite visitors into their setting. For example, they enjoy beach walks where they learn about their environment and sustainability. Children enjoy regular visits from a therapy dog and guide dog, where they learn about the invaluable roles. Staff, children, parents and community members work together to fundraise to support local community initiatives. Children learn about deprivation and those less fortunate than themselves.

Staff demonstrate that they have very high expectations of children's behaviour, gently correcting unwanted behaviour. The attentive staff promptly acknowledge children's efforts and provide instant reinforcement for this positive behaviour. As a result, children's behaviour and respect for others are highly commendable. Older children use their excellent verbal skills to find resolutions to disagreements.

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

- The manager is an inspirational leader, completely focused on the best interests of children. Meticulously and professionally, she monitors the quality of all aspects of pre-school life. She has played an enormous role in improving staff's confidence as educators, through feedback, support and extensive training and development opportunities. The care and education children receive are consistently of the highest quality.
- Staff ensure that they get to know each child before they start and complete detailed ongoing assessments of children. They use this information to plan tailored next steps and provide a personalised and ambitious curriculum that covers all areas of learning. Children are extremely motivated and exceptionally enthusiastic to join in, share and cooperate with their friends and staff.
- The quality of the curriculum has a significant impact on children's self-esteem and confidence. Children are incredibly proud of the things they have learned. For example, they confidently explain the difference between herbivores, carnivores and vegetarians. Staff provide children with constant access to a

broad and exciting range of arts and crafts resources. Children of all ages become fully absorbed in pouring and mixing paint colours, exploring the properties of glue and using tools to make marks.

- All staff have the highest expectations of all children, including those with special educational needs and/or disabilities (SEND). Consequently, children with SEND achieve the best possible outcomes. Parents of children with SEND describe how staff have gone 'above and beyond' to include their children in every aspect of the pre-school life. Experienced staff expertly adapt their teaching and practice so that children with SEND benefit from an inclusive and challenging curriculum.
- Children have exceptionally positive attitudes towards learning. Throughout the play sessions, they remain purposefully engaged and motivated. For example, young children concentrate intently as they carefully place pegs onto colourful fabric that is hung and blowing in the wind outdoors. They persevere until they are successful and until their pegs are secure. Children work together to use large wooden planks and foam bricks to build complex constructions. Staff are completely respectful and value children's voices and choices. For example, when it is time for children to return indoors, they ask staff if their constructions can be left for them to return to later, and staff say 'Of course, no problem'.
- Highly effective interactions with staff encourage children to learn new words and use them in their play. For example, children talk about their stories using words, like characters, narrator, audience and theatre. Staff skilfully check children's recall of new learning. Children say the narrator 'makes the story louder', the audience 'listens or takes part' in the story and a theatre is where you go to 'listen and watch a story'. Children's communication, language and literacy skills are promoted extremely well.
- Professional relationships with staff in the adjacent Reception class are outstanding. Opportunities throughout the year, such as visiting the reception classroom and sharing activities and facilities, help to support children's learning, development and transition into school superbly. During the inspection, parents commented, 'My child is being prepared exceptionally well for school.'
- Partnerships with parents and carers are outstanding. Feedback from parents is excellent and complements how supportive, caring and nurturing staff are. Parents comment on the extensive communication they receive and how it provides them with the information they need to support their children at home. Story sacks, home-learning kits and stay-and-play sessions help parents to support their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	306444
Local authority	Wirral
Inspection number	10368448
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	28
Name of registered person	Our Lady of Pity Annexe Pre School Playgroup Committee
Registered person unique reference number	RP907254
Telephone number	0151 632 6336
Date of previous inspection	21 March 2019

Information about this early years setting

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 11.45am, during term time only. The pre-school receives early years education funding for eligible children.

Information about this inspection

Inspector
Beverley Devlin

Inspection activities

- The manager and the inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at the pre-school.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of all staff and committee members.

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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