



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 136046

DfES Number: 520690

### INSPECTION DETAILS

Inspection Date 11/05/2004  
Inspector Name Deborah Jane Starr

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Our Lady Of Lourdes Playgroup  
Setting Address 2 Court Road  
Kingswood  
Bristol  
Avon  
BS15 9QB

### REGISTERED PROVIDER DETAILS

Name The Committee of Our Lady of Lourdes Playgroup

### ORGANISATION DETAILS

Name Our Lady of Lourdes Playgroup  
Address 2 Court Road  
Kingswood  
Bristol  
South Gloucestershire  
BS15 9QB

## 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 of Lourdes Pre-school was registered in 1983. The group is run by an elected committee of parents whose children attend the group. The pre-school is sited within a purpose built premises, with some areas used by other community groups at alternative times. The areas use are the play room, Mazonod room, school hall, patio, toilets and school playing field at the rear of the premises.

The pre-school offers care Monday to Friday 09:00 - 12:00 and Monday to Thursday 12:45 - 15:15 term time only. Children attend from the surrounding geographical areas.

There are currently 53 children on role, of whom there are 22 three-year-olds and 22 four-year-olds who are in receipt of funding. The pre-school provides care for children with special educational needs and for whom English is an additional language.

There are seven members of staff who work directly with the children; five full time and two part time. Five staff members hold a level 3 qualification and two unqualified staff members are working towards a level 3.

The pre-school has very close links with Our Lady of Lourdes R.C. Primary School and receives support from the Early Years Development Childcare Partnership. The group works actively with the Early Years Inclusion Support Team.

### How good is the Day Care?

Our Lady of Lourdes Pre-School provides good quality care for children. The committee supports the group through fund raising and by enabling staff to access training to extend their knowledge and develop their skills. Staff work well as a team, they have a sound knowledge of policies and procedures and this is reflected in their practice. The approach by staff to children at the start of the day creates an inviting welcome to children. Careful consideration is given to the play areas, they are used

flexibly and give children easy access to a wide range of toys and equipment.

Staff are committed to creating a safe and caring environment, a formal review of safety issues is in place, however some hazards are not always picked up. Staff promote good health and hygiene practices through hand washing at appropriate times and the provision of a healthy snack. Staff extend their knowledge of Health and Safety through training. Staff are sensitive to the individual needs of children.

Staff have a good knowledge of children's development and know how children learn. Children take part in a broad range of activities in which they are interested and enjoy. There are well planned opportunities for children to learn about growth and living things. Staff develop positive relationships with the children and know them well. Children respond well to the consistent approach by staff to behaviour management.

Staff work closely with parents who are welcomed into the pre-school. They are provided with clear and accessible information about the group through a variety of written materials and daily discussions with staff. Parents find staff approachable. Records are accessible and maintained confidentially, attendance records lack some detail and visitors records are not accurate.

#### **What has improved since the last inspection?**

At the last inspection the group were required to develop implement and review an operational plan, develop and implement an appraisal system, conduct a risk assessment of the assault course and implement a fire log.

An operational plan is now in place, this is reflected in practice. Staff appraisal is undertaken annually, this enables the group to identify the on-going training needs of staff and ensures that staff are developing their skills. A risk assessment of the assault course is no longer necessary as it is not now used by the group. A fire log is now in place, evacuation of the premises occurs on a regular basis, staff are clear as to how they will ensure children's safety.

#### **What is being done well?**

- The committee gives strong support to the staff team and enables them to extend and develop their knowledge and skills by funding training.
- Staff know the children well, they offer a broad range of activities in which children are interested and enjoy; there are well planned opportunities for children to learn about growth and living things.
- Staff work sensitively, skilfully and effectively with children, parents and other agencies to ensure that children's individual needs are met.
- Staff work closely with parents. They are provided with clear and accessible information about the group through an initial brochure and copies of the policies and procedures. Parents are informed of events within the group through regular newsletters, a parents notice board and daily discussions with staff. Staff make themselves available to parents, who find them

approachable.

#### **What needs to be improved?**

- records of attendance, to show arrival and departure times of children and to show when visitors are present
- monitoring of hazards, in particular the radiators

#### **Outcome of the inspection**

Good

#### **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	Ensure that registration arrangements include actual times of arrival and departure of children and all visitors present.
6	Ensure that the radiators are closely monitored when increased heat is required due to changes in weather conditions.

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

### How effective is the nursery education?

Our Lady of Lourdes Pre-school provides good quality nursery education, where children are making generally good progress towards the early learning goals.

The teaching of children is generally good with particular strengths in personal, social and emotional and physical development. Staff skilfully support and promote children's choices and understanding by the use of visual aids. The support for children with special educational needs is very good, staff work closely with parents and support agencies to ensure inclusion for children and support their learning. Children's behaviour is very good, staff provide good role models and give children clear guidance to which they respond well. Short term planning does not identify how all six areas of learning are promoted on a regular basis and how activities offer sufficient challenge for the more able child.

The leadership and management of the play group is generally good. The committee support the staff to develop their knowledge and skills through the funding of training. Staff are working well as a team and the leader is gaining an understanding of their individual strengths and weaknesses and supports them to develop their skills. Staff are committed to their own development so as to improve the provision for children.

The partnership with parents is generally good. Parents offer strong support for the group and the attitude of the staff. Parents are given clear information about the Foundation Stage Curriculum, however the majority of parents are not actively involved in planning the next stage of learning for their child. Parents of children with special educational needs work very closely with staff to ensure that their children progress.

### What is being done well?

- Children are making very good progress in their personal, social and emotional development and physical development. They are confident, interested, relate well to each other and adults, ask questions and express their ideas and imaginations through a variety of activities. Children are developing a wide range of skills to use small and large equipment effectively.
- Children's behaviour is very good, staff provide good role models and give clear guidance to which children respond well.
- Parents of children with special educational needs are very well supported within the group. They work very closely with staff and are actively involved in planning the next steps in learning for their child.
- Staff are committed to their own improvement by attending on-going training

and gaining knowledge to support children's learning.

#### **What needs to be improved?**

- planning so that it shows how all the areas of learning are being covered on a regular basis
- opportunities for children to be introduced to letters and sounds, develop their mark making skills and to be able to use them for a variety of purposes
- opportunities for children to develop their understanding of number through the use of everyday activities
- planning of activities so that they offer sufficient challenges to extend the older, more able child.

#### **What has improved since the last inspection?**

The pre-school has made generally good progress since the last inspection. Staff have made some progress in respect of the point for consideration. Staff have a good knowledge of the children and know how they are progressing, however they do not use the evaluations of children's progress to plan an extension of activities which will challenge the more able child.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and settled within the group. They are able to express themselves and listen well to adults and each other during a range of group activities. Children enjoy being part of the group, they play well together and are able to share and take turns. They are developing good concentration skills, completing puzzles and in their role play. Children behave well, they know what is expected of them. Children are learning independence in their self care.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children confidently communicate their ideas and thoughts, they recall past events and some are starting to negotiate with each other. They listen and participate in stories and songs. Some children are able to write recognisable letters and recognise their first name. Children enjoy looking at books and understand that print has meaning. Opportunities which introduce children to letter sounds, allow them to develop mark making skills and then use this for a variety of purposes are limited.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count confidently up to 10 and beyond and are able to relate this to small groups of objects. They enjoy number rhymes and are developing an understanding of comparison using words such as big, small, long, short in their play. Regular opportunities to extend this using everyday activities are missed. Children are developing an understanding of shape and size and relate this to everyday objects. They are able to create and copy simple patterns and sequences using a variety of materials.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children learn about growth and change through interesting activities such as growing plants and cookery. They enjoy designing and build from a range of materials using their own ideas. They are developing a sense of time, they recall past events in their lives and are able to talk about daily routines accurately. Children are developing skills to use simple technology effectively. Activities which enable children to observe their local area and gain an awareness of other cultures are limited.

## **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children move confidently and safely around each other and obstacles. They enjoy moving to music and are gaining control and co-ordination of the bodies through action songs such as heads and shoulders, and using larger equipment. They are learning to use a wide range of small tools safely and effectively, such as scissors and small garden tools; more able children are sometimes not extended. Children are becoming aware of their bodies and the effects of activity upon it.

## **CREATIVE DEVELOPMENT**

Judgement: Generally Good

Children are confident to use a varied range of materials to explore textures, colour and patterns. They enjoy music through singing songs and music and movement. They use their imaginations well to shape their play, expressing themselves vividly through their role play, painting and story telling. Children have good opportunities to explore their senses through different foods, growing herbs and exploring the outside area. Children are unable to freely access musical instruments.

**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**

- Develop planning so that it shows how all the areas of learning are being covered on a regular basis, with particular regard to increasing opportunities for children to be introduced to letters and sounds, develop their mark making skills and to be able to use them for a variety of purposes and increase opportunities for children to develop their understanding of number through the use of everyday activities.
- Ensure that activities offer sufficient challenges to extend the older, more able child.

*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.*