

# Our Lady Of Lourdes Playgroup

Inspection report for early years provision

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<b>Type of setting</b>	Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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## Description of the setting

Our Lady of Lourdes Playgroup first registered in 1983. It is managed by a parent committee and has very close links with Our Lady of Lourdes Roman Catholic Primary School. The pre-school is sited within purpose built premises, with some areas used by other community groups at alternative times. Areas available for use by children include the play room, Mazenod room and patio, together with the school hall, playgrounds and playing field to the rear of the premises. The pre-school offers care Monday to Thursday from 9.00am to 3pm, and 9.00am until 12.00pm on Friday, during term time. The nursery is registered on the Early Years Register. A maximum of 26 children within the early years age group may attend the nursery at any one time, none may be under two years. Currently there are 53 children on role. The group receive funding for early education places. The setting supports children with special educational needs and/or disabilities and children who learn English as an additional language. Six members of staff work directly with children, three hold level 3 qualifications and two staff hold a level 2 qualification in childcare.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settle very easily and enjoy their time at the pre-school. They make good progress in their learning and development overall because they have a good range of activities and play opportunities that match their individual learning needs. A committed staff team work well with children and information is shared with the parents, although opportunities to contribute to their children's learning need further development. Children enjoy a safe environment in which to play and their welfare is successfully promoted, although some policy documentation lacks clarity. There is a clear commitment to the continuous improvement of the provision and this leads to improved outcomes for children.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- enhance children's good progress towards the early learning goals by providing further opportunities for parents to share information about children's home experiences and to be involved in their children's learning within the setting
- enhance the written safeguarding procedure to bring together all elements of the policy into a more easily understood and accessible document.

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

The staff have a clear awareness of safeguarding issues to protect children and there is a clear policy and procedure in place for them to follow should they have a concern about a child. An element of the wider safeguarding policy is less clearly written and although the staff are able to describe the necessary action they would take should an incident occur, and the policy itself meets the legal requirement it is open to misinterpretation. All staff working with children have been suitably checked. The pre-school carries out thorough risk assessments of the premises and potential hazards to children are successfully minimized. Records show that the outside area has been regularly re-assessed and updated to ensure children's safety. Children are taught to be safety conscious. Comprehensive policies and procedures ensure the smooth and safe running of the pre-school.

The staff team work very well together. There is a shared ethos and the whole pre-school has an on-going commitment to continued development. Evaluative processes provide an accurate diagnosis of the strengths and weaknesses of the setting. Actions taken are well targeted to bring about sustained improvement to the early years provision, such as shown through the improvements to the outside area.

A particular strength of the setting is the well-established relationships with parents and carers. They are kept well informed about all aspects of their own children's day and wellbeing and this provides good continuity of care for children. Parents report positively about all aspects of the care provided. Information about children's progress is regularly shared through discussion, parent's access to their child's learning journal and through 'parent's week'. Parents have some good opportunities to contribute to their child's learning such as through the use of the home book. The setting has an action plan in place to enhance this aspect of their partnership with parents. Wider partnerships are well established such as with the local school and with others who also provide care to the children that attend such as childminders.

Resources are good, fit for purpose and used well to achieve the planned goals in learning and development. The staff team work hard to ensure a consistently welcoming, stimulating and child-friendly environment and provide an exciting environment for children both indoors and outside. Staff are well deployed to support children's learning and are proactive in providing additional resources in response to children's play. Adults have a good knowledge of each child's background and needs. They make the most of diversity to help children understand the society that they live in. Effective steps are taken to ensure that all children are well-integrated and to close identified achievement gaps. They work effectively with other professionals involved in the support of individual children. The pre-school is taking suitable steps to ensure resources and the environment are sustainable.

## **The quality and standards of the early years provision and outcomes for children**

Most children make good progress towards the early learning goals in most areas of learning. The staff team have a secure knowledge of the Early Years Foundation Stage and of child development. The overall system for the observation, assessment and planning for children's progress is secure and based on children's interests. Planning information is displayed and children's interests recorded. Well presented individual learning journals and developmental summaries record children's individual progress well. Good levels of information about children's starting points are gathered from parents this enables the staff to quickly build a clear picture of children's abilities and to ease the process of introduction to the setting.

Children strongly benefit from the warm interactions with the supportive staff team. As a result, children are relaxed and confidently seek out adults to support their play and to tell them what they are doing. They demonstrate a clear sense of belonging and security within the setting. They build strong relationships with adults and peers and are able to contribute very positively.

The learning environment is made very attractive to children and they thoroughly enjoy the free flow activities. The continuous provision of resources is mapped well. The staff support children's learning well, for example, by responding quickly to provide additional resources that further promote children's learning and extend their exploration. As a result children play well independently and become active and inquisitive learners. They take responsibility for their own learning through interesting 'hands-on' experiences and easily accessible resources. This enables them to develop the personal qualities and skills that they will need for future learning.

Large group activities such as registration time and during rhythm and rhyme sessions provide children with good opportunities to develop their listening, communication and language skills. They are sensitively supported to develop confidence and to speak in the group and have great fun singing favourite songs and rhymes. They are strongly encouraged to listen and to respond at story time. They express emotion, think about and predict what might happen in the story and have great fun singing songs and action rhymes.

Children thoroughly enjoy their free access to the well planned outdoor area. They plant seeds, find wiggly worms and have a wide range of good quality experiences to promote their learning. They can make marks using water and brushes; and practice large arm movements and control of their bodies as they do so. A particularly favourite is the wooded area where children very creatively use their imaginations to build dens with pieces of material hung between the branches and excitedly make up a storyline together about "seeing a ghost". Children go on treasure hunts to find hidden number discs and spontaneously count and practice number recognition as they do so. Adults are well deployed to support individuals and also to enable children to take supervised risks, such as climbing a short tree safely. Children respond very well to adults and show respect for each other because children's behaviour is skilfully managed, so that children feel good about themselves.

The pre-school is well-organised, free from hazards and the routines help children to feel safe and secure. Children show an excellent understanding of healthy

eating and of the importance of following a healthy lifestyle because the pre-school is very active in promoting this. The setting has won an award previously and continues to make useful links with other interested parties to stimulate children's interests and to bring visitors in to share their knowledge. Children learn about healthy options at the cafe style snack time where they pour their own drinks and make choices about what they eat. They engage in a wide range of activities inside such as through action rhymes and movement sessions. They show through their very active play outdoors that they thoroughly enjoy physical challenges and exuberant play. Children are well supported to learn the importance of personal hygiene and independence skills such as putting on their own shoes before going outside to the garden.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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