

# St Bernadette's Pre-School Nursery

Inspection report for early years provision

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**Unique reference number**

EY258888

**Inspection date**

20/10/2011

**Inspector**

Alexandra Baxter

**Setting address**

St Bernadette's Primary School, Devonshire Road,  
Blackpool, Lancashire, FY2 0AJ

**Telephone number**

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**Type of setting**

Childcare - Non-Domestic

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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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the setting**

St Bernadette's Pre-School Nursery is run by a voluntary management committee and was registered in 2003. It operates from a building situated in the grounds of St Bernadette's Primary School in Bispham, Blackpool. The provision consists of two main rooms and a baby room. Children have access to a secure enclosed outdoor play area.

A maximum of 45 children aged under eight years may attend at any one time, not more than nine of these may be under two years. There are currently 80 children on roll and of these 80 are within the early years age group. Of these, 25 children are in receipt of funding for free nursery education.

A breakfast club is also run each weekday morning from 8am to 9am and an after school club runs each weekday from 3.25pm to 5.30pm, term time only. The pre-school nursery is run from 8am to 5.30pm and caters for children from the local community and from the host school. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The breakfast club, after school club and pre-school nursery support children with special educational needs and/ or disabilities and also support children who speak English as an additional language.

There are 19 staff members working directly with the children. Of these, 10 hold a qualification at level 3 in early years. Another two staff hold a qualification at level 2 in early years and one member of staff holds a level 4 qualification in early years. One member of staff holds an early years degree. Additionally, three members of staff hold level 3 Playworker qualifications and one member of staff holds a level 2 Playworker qualification; one member of staff holds a teaching assistant qualification. The setting receives support from the Blackpool Early Years Partnership. The setting has been awarded a Healthy Eating award from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Staff effectively meet the children's learning and developmental needs with some outstanding aspects. Most resources are of high quality and well-maintained. Documentation is also generally well maintained. The setting has developed excellent relationships with parents and carers, which has a positive impact on promoting inclusion.

Staff and managers of the setting show good capacity to improve. They are fully committed to developing their knowledge and skills consequently outcomes for children are good.

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

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

- develop further risk assessments to ensure they cover anything with which a child may come into contact, for example stacking chairs
- develop further systems to ensure that toys and equipment are kept clean.

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

There is an effective safeguarding policy in place and staff hold a secure knowledge of procedures to follow in the event of any concerns. Thorough recruitment and induction procedures are in place and staff are vetted efficiently. Risk assessments are in place. Staff supervise the children closely ensuring their safety. However, on rare occasions the written risk assessments do not contain everything which the child may come into contact with, such as stacking chairs. This has a small impact on reducing potential hazards.

Partnerships with parents and carers are excellent. There is a regular exchange of information between parents, carers and staff. Consequently children make good progress in their learning. Parents and carers are invited to have a prominent role in the setting. This creates a seamless approach to the children's learning and development. The setting has strong links with external agencies. Staff are committed to working in partnership with them to support children with special educational needs and/or disabilities. Staff also regularly attend training to ensure they have the necessary skills to support children with special educational needs and/or disabilities. The pre-school nursery also works well in partnership with staff in the breakfast and after school club, ensuring the individual needs of children are met. Staff provide an inclusive environment. Effective systems are also in place to support children who speak English as an additional language. Different festivals are celebrated throughout the year to raise children's awareness of the wider community.

Procedures for self-evaluation are developing well and take into consideration the views of parents and children. There is a clear vision of how the setting should develop which is shared by the management and staff. The staff team are enthusiastic and are committed to improving their knowledge and skills through further training in relation to the Early years Foundation Stage. Recommendations at the last inspection have been met which has a positive impact on outcomes for children.

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

Children receive individualised care through shared routines between home and nursery and through observation, assessment and planning. Consequently, children's learning in relation to their starting points is good. Children receive consistent support from staff. For example, when their assigned key person is not available a supporting key person system is used.

Children are happy and settled in the setting. They demonstrate a strong sense of security and play well independently and with others. Staff set good examples, resulting in children being well behaved and polite. Regular fire evacuation practices are held and these ensure that the children understand what to do in an emergency.

Children demonstrate an outstanding understanding of the importance of healthy eating and how to be healthy. They help to prepare snacks, are encouraged to have healthy snacks in their lunch boxes and follow highly effective hygiene practices. Staff promote regular activities to encourage health, some of which parents and carers share involvement in. Babies are encouraged to learn about healthy eating from a young age. For example, they are encouraged to touch and feel vegetables to promote sensory development. When serving food portion sizes are considered relating to the age and needs of the child.

Children are offered a broad range of activities. A good range of resources are available to support children's learning and development. The majority of the toys and equipment are in good condition and well maintained. However, a very small number are worn and not clean. However, the impact on children is minimal due to the wide range of materials available.

Free flow access to the outdoors means children have excellent opportunities to develop their physical skills and have access to fresh air. Weekly, children enjoy letters and sounds activities in a quiet room specifically catered to their ages and stages. Children are developing their knowledge in numbers and counting through making cakes with candles and weighing play dough using scales. A varied range of creative opportunities are also available for children to enjoy.

Good opportunities are available for children to develop skills for the future. Children have access to a computer and use programmable toys to draw and learn about topics such as growth. Children enjoy growing sunflowers and regularly visiting the onsite school vegetable plot. Such valuable opportunities help them observe growth over time.

## 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	1

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

The quality of the provision in the Early Years Foundation Stage	2
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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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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met