

Our Lady of Lourdes Pre School

Our Lady of Lourdes Catholic Primary School, Manchester Drive, LEIGH-ON-SEA, Essex, SS9 3HS

Inspection date	07/11/2013
Previous inspection date	01/03/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are offered very good learning opportunities as the educational programme provides challenge and exciting activities in all areas of learning. This is because practitioners have a secure knowledge of how children learn.
- An effective key person system means secure attachments have been made. Children's well-being is, generally, promoted and even very young children demonstrate good independence.
- Partnerships with parents are established. Parents are positively encouraged to share what they know about their children and support their learning at home.
- Strengths and weaknesses are effectively identified as the manager has a drive for continuous improvement and self-challenge. This means outcomes for children are consistently good.

It is not yet outstanding because

- The outdoor learning environment is not yet as rich in visual prompts, print, signs and numbers as the indoor environment. This means children's experiences are, occasionally, inconsistent.
- Lunch club does not always offer the same high quality experience children receive throughout the day, in order to promote their social skills and emotional well-being even further.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the indoor and outdoor learning environment; this included a joint observation with the manager.
- The inspector held discussions with the manager, staff and children.
- The inspector viewed a sample of children's learning journals, development reports and planning documents.
- The inspector saw evidence of suitability and qualifications of staff, risk assessments, policies and procedures and other documentation in relation to health and safety.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Lynn A Hartigan

Full report

Information about the setting

Our Lady of Lourdes Pre school was registered in 2007 and is managed by a committee. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from purpose built premises within the grounds of Our Lady of Lourdes Catholic Primary School in Leigh-on-Sea, Essex. The pre-school serves the local area and is accessible to all children. It operates from one large playroom and there is an enclosed area available for outdoor play.

The pre-school employs 11 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 2 and above. The pre-school opens Monday to Friday during school term. Sessions are from 8.45am until 11.45am. A lunch club is offered between 11.45am and 12.15pm. Afternoon sessions are from 12.15pm until 3.15pm. Children attend for a variety of sessions. Before and after school care is also offered. There are currently 55 children attending, who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- continue to develop the outdoor learning environment by ensuring it is rich in visual prompts, signs, numbers and print to promote children's learning even further
- enhance the very good learning experiences at lunchtime while supporting children to develop their social skills and preserving their emotional well-being.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Practitioners have a very good understanding of how children learn and how best to support their progress. Teaching is good; practitioners are skilful in their approach to children's play and extend their thinking. For example, children become absorbed in an imaginary game in the garden. They excitedly explain that a shark has eaten a crocodile and their ship is sinking. They are listened too and are encouraged to think about what they need to save the ship. Practitioners show genuine delight and enthusiasm in response to children's play. Team working and problem solving is encouraged. Children decide they need tape to save the ship and this is made readily available to them so that they can continue with their game. Children make very good progress in all areas of learning. This is because practitioners have a secure knowledge of child development. A wide variety of exciting and challenging learning experiences that meet children's individual needs are

available. Resources are of high quality and easily accessible, both within the indoor and outdoor learning environment.

Practitioners effectively support children's progress in communication, physical and social and emotional development. This ensures they are ready for the next steps in learning. For example, children relish their time in the garden. Practitioners recognise the importance of outdoor play and support children well, who learn best by being very active physically. Practitioners teach and support children to develop and try out new things using their body, for example, climbing trees. This develops their confidence and ability to use their body safely and to believe in their own decisions. Robust observations of progress are made and evidenced with photographs in children's learning journals. Practitioner's support children's learning with regard to reading and writing. For example, an abundance of letters and shapes, signs and text is displayed in the indoor learning environment. However, this is not always consistent as there are fewer resources in the outdoor learning environment, this means children's very good experiences are not always as well-promoted as possible.

Well-established working partnerships have been made with the key person and parents. Positive engagement with all parents effectively supports children's continued learning at home. With consent, home visits are made by the child's key person before children start pre-school. Useful information is obtained and practitioners can observe children in their familiar soundings. Home link books ensure parents are fully informed about their child's progress and parents can regularly contribute their comments on their children's progress. Progress checks for children aged between two and three years are robust and realistic targets are set to meet the child's individual needs. Parents are continually encouraged to contribute what they know about their child. Some very good resources, such as story sacks are in place. These reflect children's interest and are available to parents to borrow and continue their child's learning at home.

The contribution of the early years provision to the well-being of children

Children arrive at pre-school excited, confident and happy to attend. They settle very quickly to an activity of their choice, in either the indoor or outdoor learning environment. They remain engaged and fully absorbed in activities throughout the session. This is because they have made close attachments to their key person. Good settling-in sessions and practitioners, who have taken time in getting to know children and their family, mean children quickly become independent and eager learners. A range of information is taken from parents, so the key person knows children's needs well. Activities support children in making friends and practitioners are good role models. Opportunities for children to think about how they feel are provided. Resources, such as mood stones encourage conversations about feelings. Group work encourages children to listen and take turns. The positive images of diversity displayed prompt conversation about similarities and differences. Children's behaviour is very good. Practitioners speak calmly and respectfully to children at all time and children respond well to requests made. Children's behaviour shows that they are comfortable and feel safe.

Children are learning about healthy foods and how to stay healthy. Practitioners support their learning by offering a variety of interesting and challenging activities. For example, children make vegetable soup. This prompts conversation about vegetables and other good foods to eat. Children ask questions about less familiar vegetables and this prompts lots of conversation. They are able to chop, slice and peel using real tools. Even very young children can do this well. This is because a thorough risk assessment has been completed and children are supported well. They understand and respect that knives must be used correctly and they learn how to keep themselves safe. Children have fresh air and exercise daily as they flow freely from the indoors to outdoors. They have the use of the school field and can run at speed, climb and play hide and seek. Children giggle as they count to 10 before finding their friend. Music is played outdoors and children dance and move their bodies to the beat. They independently access a water dispenser when they become thirsty.

A lunch club is offered and children and practitioners sit together to eat their food. Parents are encouraged to support the pre-school's healthy eating policy by providing a nutritious lunch. Lunchtime is a very sociable time and children sit and chatter to their friends. However, it is also a busy time as children arrive for the afternoon session before mealtime is finished. This means that the temperature of the room becomes cooler as the main door is opened. Some children are distracted or move tables to allow activities to be set out in preparation for the afternoon. While no child is rushed to complete their lunch, this period of the day does not reflect the same quality of supporting children's well-being as the rest of the day. All children demonstrate their eagerness to learn and are emotionally well-prepared for the next stages in their development. Good communication and established links with other settings children may attend means appropriate support is in place to prepare children for their transition to school.

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

The safeguarding and welfare requirements are fully met. Through attendance at training and implementation of policies and procedures, staff demonstrate a clear understanding of their personal responsibility to safeguard children. This is embedded in everyday practice. A thorough recruitment process ensures staff complete appropriate checks and a robust induction. All staff members have completed first aid and safeguarding training. This means they have a clear understanding of child protection and follow clear procedures should they have any concerns regarding children in their care. As a result, children's well-being is protected. This inspection was bought forward as an incident was reported to Ofsted by the provider. An older child attending the out of school facility received an injury while playing outdoors. The manager took this incident very seriously and accurately followed all the pre-school's policies and procedures. Following the incident an evaluation of the policies and procedures and availability of some resources took place to ensure this could not happen again.

The manager strives for excellence. All practitioners are committed to providing quality childcare provision for children. There is a thorough overview of the curriculum. The manager monitors and evaluates staff practices to ensure outcomes for children are good and assessments are consistent. The manager ensures that precise and focused assessments are in place for all children. This is because she has a superb understanding of child development and the characteristics of learning. Schematic play is fully supported at pre-school. Any gaps in children's learning are, therefore, quickly identified. Appropriate support is offered to ensure each child meets their full potential. Staff training is positively promoted and supported. Appraisals and supervision ensure staff receive coaching to improve their personal effectiveness. Dedication to providing children with a rich learning but relaxed environment and good partnership working with outside agencies means that every child is fully supported to consistently make good progress.

A thorough and meaningful self-evaluation process is in place. It realistically highlights the pre-school's strengths and areas for improvement. It sets clear targets for development and is monitored and offers self-challenge. Parents and children's views are positively encouraged to bring about improvements and parents receive a range of information, so they know how their child is cared for and their progress. Recommendations made at the last inspection have been actioned to ensure better outcomes for children. Well-established links with external agencies supporting children and early intervention mean children receive the support they need.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY358418
Local authority	Southend on Sea
Inspection number	919290
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	55
Name of provider	Our Lady of Lourdes Pre-School Playgroup Committee
Date of previous inspection	01/03/2012
Telephone number	01702 715551

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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