

Our Lady Of Lourdes Pre-School

2 Court Road, Kingswood, Bristol, Avon BS15 9QB



Inspection date	13 February 2019
Previous inspection date	13 November 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children enjoy attending the pre-school. Upon arrival, they separate from their parents with ease and quickly settle down to explore the learning environment.
- Staff are caring and considerate to the needs of all children. They know how to interact with children effectively, to help extend their learning. All children make good progress from their starting points.
- Partnerships with parents and other professionals are good. The acting manager and staff keep parents up to date, such as through the pre-school's private social media page, newsletters and parent meetings.
- Leaders and staff have worked hard to address the recommendations raised at their last inspection. As a result, children benefit from a broad range of opportunities to explore early mathematics and parents receive regularly updates about their child's progress.
- Staff have good opportunities to improve their knowledge and skills. For example, the pre-school's designated special educational needs coordinator has attended specific training to gain a broader understanding of autism and address children's individual learning needs.
- Staff do not consider ways to challenge some children fully during adult-led activities, particularly the most-able children, to match their current level of development.
- There is less focus on providing children with a broad range of opportunities to use everyday technology to enhance their learning experiences.

What the setting needs to do to improve further

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

- strengthen staff's teaching during activities, to help refine children's learning experiences and offer more precise challenges that match their individual development
- develop fully children's use of simple technology, to help extend their learning experiences and skills.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager and nominated individual and spoke to staff, children and parents.
- The inspector sampled a range of documentation, including children's learning records and safeguarding procedures.
- The inspector had a tour of the premises and observed children during lunch time when using the main school hall.

Inspector
Shahnaz Scully

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Leaders and staff have a secure understanding of their role to keep children safe. They recognise the main signs of abuse and neglect and know how to report any welfare concerns. Staff supervise children well at all times, such as when using the main school hall. The provider failed to notify Ofsted of changes to members of the committee within the required timescale. However, Ofsted is now aware of the changes and there is no impact on children's safety because members of the committee are never on their own with children and they all have a Disclosure and Barring Service check in place. Staff recruitment and vetting procedures are thorough and the acting manager uses effective systems to ensure staff continue to be suitable to work with children. Staff benefit from ongoing support from the manager, who is currently in the process of conducting annual appraisals. Staff use an online tracking system to assess children's progress. The manager meets with staff to identify any gaps in children's learning and addresses these effectively.

Quality of teaching, learning and assessment is good

Staff meet regularly to plan activities based on children's interests and next steps in learning. Children are eager to explore their environment. For example, they sit at the picnic table with plates of mud as they pretend to eat a 'chocolate' birthday cake. They use twigs to represent the candles and count how many they need. Young children enjoy making marks using creative materials. They learn to hold a paintbrush as they paint on an outdoor wall using water. Staff develop children's communication and language skills effectively. They encourage children to ask questions and staff listen carefully to their responses. Staff support children to pronounce words correctly as they describe animal features, such as spots, fur, skin and stripes, when exploring pictures. Parents are invited to visit the pre-school to read books, such as in their native language, and staff promote children's home language effectively during play.

Personal development, behaviour and welfare are good

Children build secure relationships with their key person, which supports their emotional well-being. They learn to share and be kind to others. Children receive positive praise and encouragement from staff to help raise their self-esteem. Younger children sit together with adults at meal times. Staff take some older children to the main school for their lunch, where they get to sit with their older siblings, which they relish. Staff talk to children during these times about eating healthy foods and being active. For example, they discuss running fast and how it is good for their bodies. Children learn to manage everyday tasks for themselves, such as pouring their own drink.

Outcomes for children are good

All children, including those who have special educational needs and/or disabilities and those in receipt of funding, make good progress. They acquire a range of skills to support their future learning. Older children learn to recognise some letters in their name and young children follow instructions well when tidying up. Children enjoy group times, such as story sessions and music and movement. They sit together and show good level of concentration and focus.

Setting details

Unique reference number	136046
Local authority	South Gloucestershire
Inspection number	10060970
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	32
Number of children on roll	41
Name of registered person	Our Lady of Lourdes Playgroup Committee
Registered person unique reference number	RP522205
Date of previous inspection	13 November 2015
Telephone number	0117 9872027

Our Lady of Lourdes Pre-School registered in 1996. It is managed by a parent committee and has very close links with Our Lady of Lourdes Roman Catholic Primary School, in Bristol, South Gloucestershire. The pre-school employs seven members of staff who work directly with the children. Of these, six staff hold appropriate early years qualifications between level 3 and level 6. The pre-school offers care Monday to Thursday from 9am to 3pm, and Friday from 9am to 12pm, during term time. The group receives funding for the provision of free early education for children aged two, three and four years.

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