

Inspection of Our Lady's Nursery

Our Lady of Lourdes R.C. Church, Hampton Court Way, Thames Ditton, Surrey KT7 0LP

Inspection date: 15 November 2019

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children eagerly come into pre-school and engage in play with their friends quickly. Staff place a high priority on ensuring all children are warmly welcomed into a safe and inviting space. They are responsive and attentive to children's needs, including those who are new and settling. Children are happy and secure and enjoy the close attachment they have with their assigned key person. This supports children's emotional well-being.

Staff plan and deliver an exciting range of learning opportunities and children enjoy involving them in their play. Staff have high expectations of what every child can achieve. Children are motivated to learn and confidently explore the interesting resources. They know they can freely choose where, and with what, they want to play. For example, children use small torchlights to find 'aliens' in a spaceship they have made.

Staff have a thorough knowledge of the cultural backgrounds of the children and their families. Staff support children who speak English as an additional language well. They use their good relationship with parents, when children first start, to gain and use familiar words in children's home language. Most children behave very well in the pre-school. For example, they know the rules and follow them well; they can share and are polite to one another.

What does the early years setting do well and what does it need to do better?

- The new manager has an ambitious vision for the pre-school. She and her staff are committed to developing strong partnerships with parents and other professionals. Staff inform parents regularly about the achievements their children have made and how parents can support them further at home. Parents comment that the staff are friendly and helpful and tell them about what their children have been doing.
- Children readily follow requests and instructions. For example, most children respond well to requests to tidy away. Children are given notice of when activities need to change, giving them opportunity to complete these to their satisfaction. However, the quality of staff interaction with children is not as consistently high at times of transition between activities, as it is at other times during the session.
- Staff have a good understanding of how children learn and develop. They know their key children very well. Staff effectively evaluate the impact of planning on all children's progress. The manager regularly monitors the progress children make to ensure all areas of learning are met. They use additional funding effectively to help those children that receive funding to progress well. All children, including children with special educational needs and/or disabilities and

those who speak English as an additional language, make good progress from their starting points.

- Children benefit from interesting resources that promote their natural instincts to discover and explore. For example, they enjoy touching and talking about a real fish. They learn about how fish breathe and staff use new words such as 'gills' to extend their learning. This helps to contribute to children's understanding of the natural world.
- Staff support children's mathematical understanding very well. They encourage children to count and to identify numbers. Staff ensure that children have opportunities to recognise and write numbers in the different areas of the pre-school. For instance, older boys confidently and accurately write numbers in the correct order.
- Children engage well in imaginative play. For instance, they pretend to be hairdressers, using a wide range of resources to take care of each other's hair. Outside, they use the prams to care for the babies.
- Staff support children to become ready for their eventual move to school. For instance, they teach children how to recognise and write their names. Children develop an understanding of letter names and the sounds they represent.
- The manager actively seeks feedback from parents and staff to help evaluate the pre-school. Staff work well together and are committed to achieving the best possible outcomes for all children. The manager provides opportunities for staff to discuss any concerns they have about their workload or well-being. However, the monitoring of individual staff practice is not sharply focused on raising the quality of teaching to the highest possible level.

Safeguarding

The arrangements for safeguarding are effective.

Staff complete risk assessments daily which cover all areas in the pre-school that children use, to identify and minimise any potential hazards. Regular fire drills enable all staff and children to learn how to evacuate the premises swiftly. The manager ensures all staff undertake safeguarding training and they have a secure understanding of their roles and responsibilities to keep children safe. Staff know the procedures to follow should they have a concern about child's well-being. For example, staff stringently check children who are absent from the setting without given notice. The manager follows robust recruitment procedures to ensure the suitability of all staff working with children.

What does the setting need to do to improve?

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

- review the organisation of the transition between routine activities to ensure that children continue to enjoy a high standard of teaching and learning

- enhance the monitoring of staff professional development and focus more sharply on raising their knowledge and skills to the highest level.

Setting details

Unique reference number	122587
Local authority	Surrey
Inspection number	10128673
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	30
Number of children on roll	16
Name of registered person	Arundel & Brighton Diocesan Trust
Registered person unique reference number	RP902232
Telephone number	0208 398 7475
Date of previous inspection	25 May 2016

Information about this early years setting

Our Lady's Nursery registered in 1992 and is located in Thames Ditton, Surrey. It is open Monday to Friday from 9.10am to 12.25pm, during term time only. The pre-school employs six staff, all of whom hold appropriate early years qualifications at level 3 or above. The pre-school receives funding for children aged two, three and four years.

Information about this inspection

Inspector
Kelly Lane

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- Staff and children talked to the inspector during the inspection.
- The inspector had a tour of the setting and observed activities with the manager.
- The manager and the inspector held meetings. The inspector looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- Parents spoke to the inspector and their views were taken into account.

We carried out this inspection 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.

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