

Inspection of Our Lady Of Lourdes Pre-School

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

Inspection date: 1 July 2025

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision is inadequate

While leaders show desire to improve the provision, insufficient progress has been made to address the action and recommendations identified at the last inspection. Not all aspects of the curriculum have suitable ambition and challenge and meet the individual learning needs of all children. Children's key persons have awareness of what children need to learn and outline gaps in children's development. However, leaders and staff do not provide the tailored support children need. In addition, they do not act quickly to secure help from external professionals. As a result, children do not get the support they need to make progress and they do not gain the skills they need for their move to school.

Staff warmly welcome children and families from a wide range of backgrounds and cultures. When needed, staff use key words in children's home languages, to support their understanding and build their confidence, particularly for new starters. However, staff do not manage children's behaviour effectively. Although they ensure children's safety, their lack of consistent effective approach negatively impacts children's social and emotional development and often disrupts children's learning in other areas. This also takes staff away from teaching and extending children's skills and learning. Staff are caring and sensitively support new children to settle and build beneficial relationships with the children.

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

- Since the last inspection, leaders have developed some aspects of the curriculum, working with staff to introduce some more motivating and inspiring activities. However, not enough has been done to ensure the curriculum is challenging and targeted enough for all children. Children's key persons do not form clear plans and/or implement arrangements to address persistent gaps in children's development. Furthermore, additional funding is not targeted effectively to ensure these gaps close, and all children make enough progress.
- At times, partnerships with parents are not effective. Staff do not consistently share key information promptly with all parents and successfully help parents support children's learning at home. This has a negative impact on the continuity of children's learning. However, staff get to know children and work with parents to gain information to meet children's care needs and well-being effectively at the pre-school. Parents say that their children are settled at the pre-school and comment positively about the staff and the care they show to the children.
- Leaders work with some professionals to seek support for children, including those with special educational needs and/or disabilities. However, at times they do not make referrals swiftly enough to ensure all children get the support they need. As a result, staff do not understand what strategies they can use to support all children. This detrimentally impacts on children's ability to learn,

develop and progress.

- Children gain confidence and learn independence skills and complete tasks for themselves. Staff support children to pour their milk and put spread on their toast at snack time. Some children readily help to tidy up, but others do not. Children do not always listen or show respect for staff. Not all staff are effective in helping children learn to manage their emotions and frustrations, express themselves and interact appropriately with others. This negatively affects their engagement and development and distracts and disrupts the learning and involvement of others around them.
- When teaching is strong, children enjoy listening to stories and joining in with group times that staff make interesting and engaging, building children's listening and attention skills well. However, not all staff pick up on children's lack of challenge in the curriculum and adapt their support and the resources available effectively to engage and extend children's learning.
- Leaders meet regularly with the committee and evaluate practice with help from local authority advisers. While they undertake some monitoring and development of teaching, their work directly with children on a daily basis means they have not had enough time to bring about the change required. Although some staff undertake training to develop their knowledge and, in turn, improve the provision, training has not been consistently undertaken by the whole team and learning has not been embedded into practice.
- Children enjoy playing outside in the fresh air, developing their physical skills and exploring sensory activities, such as adding fruit to their mud and water mixture to make their 'pie'. Staff ensure children stay safe in the sun in hot weather and stay hydrated.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure the curriculum meets the individual needs of all the children and provides suitably ambitious learning experiences	19/09/2025

improve partnership working with parents and external professionals to secure timely support for all children	19/09/2025
develop staff skills in managing behaviour and supporting children to express themselves and regulate their emotions	19/09/2025
improve the consistency and quality of teaching to help children stay engaged and make good progress.	19/09/2025

Setting details

Unique reference number	136046
Local authority	South Gloucestershire
Inspection number	10373115
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	32
Number of children on roll	33
Name of registered person	Our Lady of Lourdes Playgroup Committee
Registered person unique reference number	RP522205
Telephone number	0117 9872027
Date of previous inspection	22 October 2024

Information about this early years setting

Our Lady Of Lourdes Pre-School registered in 1996 and has been operating since 1983. It is managed by a committee and is situated next to, and partly within, the grounds of Our Lady of Lourdes Roman Catholic Primary School, in Kingswood, South Gloucestershire. It operates from 9am to 3pm, Monday to Thursday and 9am to midday on Fridays, during school term times only. There are five members of staff, one holds early years teacher status, two hold appropriate qualifications at level 3 and one at level 2. The setting provides government funded places.

Information about this inspection

Inspector

Rachel Howell

Inspection activities

- The inspector viewed all areas and discussed with the manager how these areas are used.
- The manager and the inspector evaluated the effectiveness of an activity together.
- The inspector observed the children and staff and spoke with them at appropriate times during the inspection.
- The inspector discussed the leadership and management of the nursery with the manager and a member of the committee.
- Parents shared their views of the provision with the inspector.
- Relevant documentation was reviewed by the inspector, including suitability checks and paediatric first-aid qualifications.
- The manager discussed their safety and child protection procedures and safeguarding discussions were undertaken with members of the staff team.

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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