

Inspection of Our Lady Of Lourdes Pre-School

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

Inspection date:

22 October 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children enjoy their time at the pre-school. They have positive relationships with their key persons, who know children well. Staff are kind and caring. They recognise when children need reassurance or any help. They support children's care needs and physical well-being, making sure they are comfortable, get the rest they need, and that they teach them good hygiene practices.

Staff do not form a consistently challenging curriculum. Although they know children and their development needs, they do not ensure that their planned activities build on what children already know and can do. Older children in particular do not have enough opportunities that challenge them or extend their learning. At times, staff's teaching is effective. They support children's physical skills well as they spontaneously set up interesting structures outside for children to climb and jump. Staff help children understand risks, build their confidence and encourage them to have a positive attitude and keep on trying. As children successfully climb up high, they say, 'I am like a birdie,' clearly proud of their achievement. However, the lack of inspiration and stimulation in some areas, both inside and outside, as well as the lack of challenge for older children, often causes children to become bored. This regularly leads to some challenging behaviour. Staff are constantly dealing with this, which takes them away from teaching and supporting children's learning.

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

- Staff do not ensure that all areas are consistently stimulating and well resourced. Children are curious and confidently select items, and at times follow their interests, as they explore small pumpkins and move them around in toy trucks. Staff occasionally build on children's interests and new concepts, such as getting out tins for children to tap as they explore the sound of a drum. However, at other times children are unable to follow their interests and become disengaged. For example, they struggle to find any mud, sand or water to use in the outdoor kitchen. Staff do not pick up on this or adapt these areas to ensure that children remain engaged in activities and learning.
- Overall, most children make steady progress from their starting points. Staff take time in their routines of the day to support children's independence. Children learn useful skills, and they all show a desire to do things for themselves. They work to get their coats on to go outside, and staff offer them useful tips and encouragement. Children learn to carefully pour their milk, use the water dispenser and clear away their things after their lunch.
- Group times support children's listening and attention. Staff have adapted these more recently, beneficially offering children a movement session before they sit down for circle time, helping their concentration. Staff lead useful spontaneous

story times, reading with expression and capturing children's interest well. Staff talk to children and teach children new words and terms. However, staff do not always support children effectively to express themselves, which does not help to reduce children's frustration or encourage their language development fully. This perpetuates behaviour difficulties and limits children's ability to develop their social skills and make good progress.

- Staff support partnership working to help offer a consistent approach for children. They liaise with parents, building a two-way flow of information. They undertake parents' meetings, share children's achievements and offer ideas for them to support children at home. They seek support from outside professionals promptly for children and families that need additional help. They have close links with the primary school situated next to the pre-school. These links help to support children, particularly the older children during the summer term, to be accustomed to school life through visits and joining in with events.
- Staff add in extra routines, arrangements and support to help children regulate and manage their emotions. They are quick to help children when they are frustrated or upset. However, disagreements constantly arise. Often, too many children try to access the more interesting activities and resources, and many struggle to communicate their needs and interact appropriately with each other. These continual behaviour issues then adversely affect the learning opportunities for all children.
- The staff team meets regularly to discuss its practice and liaise with the committee. It undertakes some evaluation and works with the local early years advisers to implement new ways of working. They have recently focused on providing some calm spaces for children to rest in and regulate their emotions. However, they do not fully evaluate the set-up and effectiveness of their provision and ensure that all children are progressing to a good level.

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 provides suitably ambitious and challenging experiences for all children.	19/11/2024

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

- review and adapt all areas regularly, to ensure that children can follow their interests, remain engaged in activities and build their skills to a good level
- improve the support for children to develop their expressive language and interact appropriately with each other.

Setting details

Unique reference number	136046
Local authority	South Gloucestershire
Inspection number	10367557
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 3
Total number of places	32
Number of children on roll	30
Name of registered person	Our Lady of Lourdes Playgroup Committee
Registered person unique reference number	RP522205
Telephone number	0117 9872027
Date of previous inspection	13 February 2019

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. The pre-school offers care Monday to Thursday from 9am to 3pm, and Friday from 9am to 12pm, during school term times only. There are four members of childcare staff. One has early years teacher status and two hold an appropriate qualification at level 3. The setting provides funded childcare 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 the staff and spoke with them at appropriate times during the inspection.
- The inspector discussed the leadership and management of the pre-school with the manager and the chairperson of the committee.
- Parents shared their views of the provision with the inspector.
- The inspector reviewed relevant documentation, 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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