

Our Lady Of Lourdes Pre-School

Unique reference number (URN): 136046

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

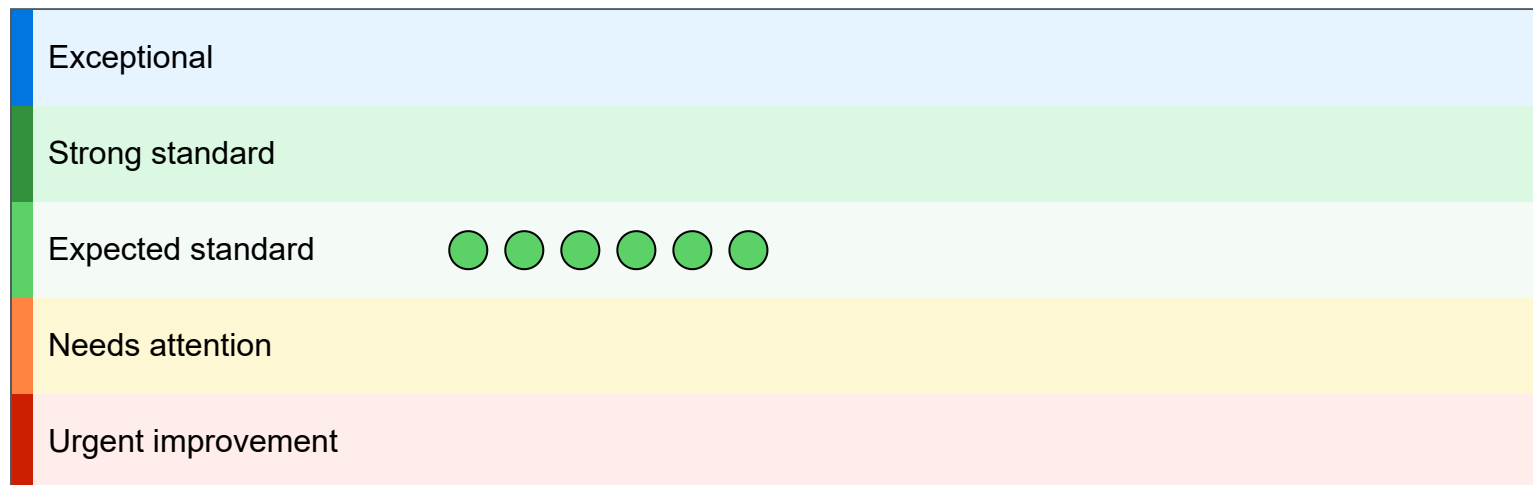
Type: Childcare on non-domestic premises

Registered with Ofsted: 01/04/1996

Registers: EYR

Registered person: Our Lady of Lourdes Playgroup Committee

Inspection report: 20 November 2025



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard 

Children gain knowledge and skills in all areas of their learning. In particular, they make progress in their personal, social and emotional development, communication and language and physical development. For example, children listen carefully to instructions as they build the marble run. They communicate their thoughts and ideas and work together to complete the task, taking turns when needed. Children are increasingly prepared for their next stage in learning. For example, children manage their behaviours with little support, gaining the skills to self-regulate ready for their move to school. They settle quickly to their chosen learning at the beginning of the session without fuss, such as imaginative play, and are keen to learn.

Behaviour, attitudes and establishing routines

Expected standard 

Staff model positive behaviour well and help children to share and take-turns, for example, in their imaginative play. When minor disagreements occur, staff remind children of strategies to help them to regulate their feelings. For example, children quickly find the sand timer, asking politely to have a go soon. They understand expectations. For example, children wait patiently, knowing that only 5 children can play at the ice tray. Once space becomes available, children ask politely, explaining that there are 4 children at the table and one more will make 5. Children build secure friendships with their peers and trusting relationships with staff. Staff work closely with parents to understand the importance of punctuality and attendance, helping children prepare well for school.

Staff treat children with respect. For example, they provide a 5-minute warning so that children can finish their play and talk through nappy changing arrangements. Staff have reflected well on the use of snack time and have adapted their approach to limit disruption and to meet the needs of all children, especially those with additional needs. This has had a positive impact on children's behaviour. For example, children no longer get frustrated when they have to stop and tidy away.

Staff use calming strategies well to help children to listen. For example, when many children speak at once, staff raise a calming hand and children know to stop talking and count down from five. Staff give children clear explanations to taking turns in conversations. At times,

staff do not consistently consider how best to support transitions, such as from the outdoors or when there are long waits for children to be collected.

Children's welfare and well-being

Expected standard ●

Older children demonstrate they feel safe and confident within the pre-school. They confidently talk to the inspector, share their experiences and invite them into their play, such as to smell their spiced play dough creation. Children form strong bonds with all the staff, particularly their key person. For example, children excuse themselves from their activity, explaining that they want to check on staff, who were absent the day before. Children have a secure sense of wellbeing and manage their feelings with increased understanding of the impact their actions have on others.

Staff cuddle and reassure children when they are upset. Staff consistently talk with children during care routines, such as changing their nappies and while supervising their snack. Children develop their independence. For example, they wipe their own noses and dispose of tissues, understanding good hygiene practices and how this helps prevent the spread of germs. Children learn to dress themselves in coats and boots for outdoor play and enjoy the many opportunities to be physically active, such as engaging in chasing games.

Staff skilfully use opportunities that arise to help children to learn how to keep themselves safe, such as who to call in an emergency and how to keep themselves safe online.

Curriculum and teaching

Expected standard ●

The curriculum is well designed and reflects children's interests, experiences and what they need to learn next. Staff use their initial assessments and ongoing observations well. Staff accurately assess what children need to learn next and plan efficiently. They understand how to build on children's skills and sequence the curriculum, in particular to support children's physical development. Staff provide opportunities for children to develop their small-muscle skills through the use of a range of tools and resources.

There are good opportunities for children to develop their communication and language skills. Staff carefully consider 'circle time', knowing that older children need opportunities to extend their listening and attention skills, while younger children need more focused and shorter sessions. Staff encourage children to respond during group times and value each contribution. Children love the responsibility of sharing what they know, such as new signs they have learned at home for 'hotel' and 'beach'. However, staff do not consistently encourage less-confident and quieter children to have the same opportunities to share their ideas and experiences to build their confidence ready for their move to school.

Inclusion

Expected standard ●

Children who speak English as additional language engage well in a fully inclusive curriculum. They build secure bonds with familiar adults and confidently seek them out. For example, children initiate role playing at a doctors' surgery and invite staff to play with them. Positive interactions help children to build communication and language skills, for example,

using non-verbal cues, sign language and narrative. However, not all staff consistently use these chosen methods from their training and coaching consistently to further support children with additional learning needs.

Staff know children well from their discussions with parents and carers and the initial information they gain when children start. This helps staff to promptly identify any gaps in children's learning and to establish targeted support. Staff are aware of potential barriers to children's learning. They adapt the curriculum to offer more specific opportunities. Staff assess children's needs well and identify how best to spend any additional funding to support children's inclusion to help them to make progress, such as to support children's attendance and additional sessions. The improving communication with parents, carers and other agencies, and early identification of gaps in children's learning are enabling children to make progress from their starting points.

Leadership and governance

Expected standard 

Leaders and managers have worked closely with the local authority to improve the quality of the education and care for children. They have designed an accurate action plan and reflect on this regularly. Staff feel well supported to improve their skills and have accessed specific training to improve their interactions with children. For example, they have developed the role of the 'language champion' to improve children's, particularly those with additional needs and who speak English as an additional language, communication and language skills. There is a stronger focus on developing partnerships with parents and carers. Leaders and managers acknowledge there is still work to be done with those parents who are harder to reach. Staff comment favourably on the support they receive to manage their wellbeing.

What it's like to be a child at this setting

Children arrive happy, settled and keen to learn. They form warm relationships with caring staff and feel safe. Staff ensure that the play spaces are inviting and reflect children's interests. Children make decisions about their play and engage well in their chosen learning. For example, children, including those with special educational needs and/or disabilities and those who speak English as an additional language, participate enthusiastically in a focused activity. Children listen carefully to instructions and use a range of tools and methods to free the insects from the ice. Most children respond well to questions and share their ideas and thoughts. They hear new vocabulary, such as 'melt', and learn how to keep themselves and their friends safe. Children speak respectfully to their friends, for example, when asking to have a turn with water spray. Children predict that the warm water in the spray may help the ice 'melt', using the language modelled by staff accurately. Children show pride in their achievements, such as when they free the insects, they receive consistent praise. This helps children to build their self-esteem.

Children understand the routines of the day and keenly await a movement session. Children decide which warm-up song to sing. They listen to the instructions and move in a variety of different ways. Children understand expectations and remind their friends when it is time to rest their bodies and be quiet. Children show curiosity and relish the positive interactions they receive to support their learning. For example, staff know children's interests in mathematical concepts well and invite children to explore the scales. Children respond well to questions, thinking about what would make the weighing scales rise and lower. Children experiment well, making predictions. Staff sensitively correct children and model counting accurately. The most-able children consider how many more they need and think about the total.

Next steps

- Leaders should consider the organisation of focused activities to support less-confident children to engage fully in their learning, and share their thoughts and ideas.
 - Leaders should develop the use of chosen strategies, such as visuals and sign language, to fully support children during transitions to help their understanding of routines.
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About this inspection

The inspector spoke with leaders, managers, the special educational needs coordinator, the designated safeguarding lead, staff, parents and carers and children during the inspection.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2016 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.

A quality assurance visit by an additional inspector was carried out at this inspection.

Inspector:

Rachael Williams

About this setting

Unique reference number (URN): 136046

Address:

2 Court Road
Kingswood
Bristol
Avon
BS15 9QB

Type: Childcare on non-domestic premises

Registration date: 01/04/1996

Registered person: Our Lady of Lourdes Playgroup Committee


Register(s): EYR

Operating hours: Monday, Tuesday, Wednesday, Thursday : 09:00 - 15:00, Friday : 09:00 - 12:00

Local authority: South Gloucestershire

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 20 November 2025

Children numbers

Age range of children at the time of inspection

2 to 4

Total number of places

32

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard

The setting reaches a strong standard. Leaders are working above the standards expected of them.

Expected standard

The setting is fulfilling the expected standard of education and/or care. This means they are following the standards set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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