

Inspection of Our Lady's Pre-School

312 High Street, St. Mary Cray, Orpington, Kent BR5 4AR

Inspection date:

29 November 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children feel very happy at this warm and welcoming setting. Staff develop strong, trusting bonds with children. This helps children to gain confidence to explore the stimulating environment. For example, children seek comfort with familiar adults when needed through cuddles and engagement in play.

Leaders and staff are highly ambitious and motivated to ensure children make good progression at this setting. Staff create focused learning stations within the environment for one-to-one and/or small-group focused learning, such as about shapes or colours, using a wide range of resources and games. Staff create a language-rich environment with a big focus on communication and language skills through role modelling and repetitive use of sign language and song. During group times, all staff use sing and sign to capture children's attention and strengthen other areas of learning, such as around themes or topics. This allows children to develop good communication skills through verbal and nonverbal ways. Children with special educational needs and/or disabilities receive exceptional support. Staff work with specialist agencies to further support families and children. Staff can identify early intervention signs; therefore, all children make good progress.

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

- Leaders and staff are very supportive towards all children and families. They understand children's needs and abilities to plan effectively. Staff and leaders offer a diverse and inclusive practice while allowing children to deepen their understanding of the world through experiences and opportunities. For example, through displays of events happening throughout the year, passionate leaders share children's learning journeys through experiences. For instance, children experience and taste cultural food from a range of different national dishes and traditional food.
- Staff teaching interactions are strong, igniting conversation with children through play. For example, throughout the setting, children can look back on photos of themselves playing and/or the local community landmarks. This enables children to spark communication with staff and peers around their own experiences. Staff skilfully question children. Staff's good knowledge of child development means they can identify any gaps in communication and language, supporting all children through sign language and visual aids.
- Children behave well and staff support children to use good manners. For example, at mealtimes, staff use sign language and words to encourage the use of 'please' and 'thank you'. Leaders have strong values around healthy lifestyle choices and have a clear and strong vision for how to support children to further learn about where their food is sourced. For example, leaders source their food from a local farm and have planned a future event to allow all children and

families to pick their own fruit and vegetables to deepen children's knowledge of where their food comes from.

- Parent partnership is effective. Parents appreciate the clear communication and speak highly about how happy their children are to attend the setting. Parents speak about the wide range of different learning opportunities for children, alongside the wealth of artwork they receive at home.
- Staff and leaders have an aspiring curriculum, both indoors and outdoors. However, staff do not consistently allow children to develop their own independence and resilience to challenges, for instance being able to independently support with hygiene tasks. Staff step in too quickly. Therefore, children do not have enough time to build their own understanding of risks in play and face their own challenges.
- Leaders have high expectations of staff and the setting. They ensure staff are highly trained across a wide range of areas. This allows staff to become confident in their roles and embed strong routines and structures. For example, it is embedded that all children contribute to tidy-up time and socially support one another. For instance, children independently hang up their coats, put their coats on and take them off, and support their peers if they need help. Children become confident learners and school ready when they leave this setting.

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

- strengthen opportunities for children to take appropriate risks and challenges to enhance their resilience and independence further.

Setting details

Unique reference number	EY431739
Local authority	Bromley
Inspection number	10359962
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	40
Number of children on roll	36
Name of registered person	Our Lady's Pre-School Ltd
Registered person unique reference number	RP530865
Telephone number	01689 660563 and 07983 660589
Date of previous inspection	13 December 2018

Information about this early years setting

Our Lady's Pre-School registered in 2011 and operates from a church hall attached to Our Lady's Church in St Mary Cray, Orpington, Kent. The pre-school opens from Monday to Friday during term time. Sessions are from 9am until midday and from 1pm until 4pm. There is an optional lunch club between midday and 1pm. The pre-school provides funded early education for children aged two, three and four years. There are 11 staff, of whom nine hold appropriate early years qualifications at level 3 and above. One member of staff holds qualified teacher status.

Information about this inspection

Inspector

Tania Poulton

Inspection activities

- The deputy manager, manager and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector and the manager carried out a joint observation of a communication and language activity.
- The inspector spoke to several parents and carers during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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