

Inspection of St Bernadette's Pre-School

St Bernadette's Catholic Primary School, Devonshire Road, Blackpool, Lancashire
FY2 0AJ

Inspection date: 10 June 2025

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

Leaders and staff have a main focus on meeting children's needs in this nursery. Staff form positive partnerships with parents and carers. Clear routines for drop-off and pick-up times help children to feel comfortable and settled. Children show that they feel safe and secure. For example, they arrive happy and leave their parents with ease to start their day at the nursery.

Staff are good role models and have high expectations for children's behaviour. Children know to follow the nursery's rules. For example, toddlers independently tidy away the toys when they have finished playing with them. This helps all children to develop confidence and a sense of belonging. Children behave very well.

Leaders plan a sequenced curriculum based on children's interests and developmental stages. Furthermore, the curriculum encourages children to become confident and independent learners. Staff provide exciting and varied opportunities for children's learning, indoors and outdoors. Children are empowered to make choices as they flow freely between the indoor and outdoor spaces throughout the day, choosing activities and resources based on their interests. This prepares all children well for their next stage in learning.

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

- Children make good progress in their communication and language development. Staff support toddlers to use simple sign language to communicate their wants and needs. In addition, they introduce children to new words, such as 'freezing', to explain temperatures. This supports children to develop their vocabulary and to become confident communicators.
- Staff recognise the importance of supporting children's personal and health development, for example around staying safe in the sun. Younger children know to wear sun hats to protect their heads and take regular drinks of fresh water to keep hydrated. In addition, staff provide parents with information about local dentists. Collectively, the staff team supports families to develop and maintain healthy lifestyles.
- Children have many opportunities to practise using their large muscles. They thoroughly enjoy time in the inviting outdoor areas as they run, climb and work together to build dens in the forest area. Furthermore, children learn about different family dynamics. Children use a range of tools, such as tweezers and glue sticks, to create 'someone special' cards for Father's Day. This helps to strengthen their hand muscles to support early writing development.
- Parent partnerships are highly valued and are strong. Parents are happy with the care and support provided at the nursery. They comment that staff regularly

share updates about children's learning and progress. Staff continually communicate with parents about children's experiences at home, using initiatives such as 'Bobby Bear'. This supports children's continuity of learning.

- Leaders and staff show a very good understanding of the needs of families and children that they work with, giving excellent support when required. They work closely with external professionals to ensure that children with special educational needs and/or disabilities (SEND) receive the greatest support at the earliest opportunity. Furthermore, leaders use additional funding effectively to provide disadvantaged children with the support they need and to enhance children's learning experiences. As such, children with SEND and those in receipt of additional funding thrive at this nursery.
- Staff's interactions with children are caring and encouraging. Several staff, but not all, demonstrate exemplary teaching and show how they understand the intended curriculum. For example, some staff do not always recognise when parts of the routine, such as snack time, can be used to implement the curriculum to build on children's existing knowledge and skills.
- Generally, staff support children to develop their self-help skills. Toddlers wash their hands independently before lunch, and older children can manage their own personal care. However, at times, some staff do not consistently recognise when children are able to do more by themselves. For example, they do not organise some routines, such as mealtimes, to help children to become highly independent.
- Leaders have an effective oversight of the nursery and demonstrate sound knowledge of the nursery's strengths and weaknesses accurately. For instance, during the inspection, some children were not as focused as others during adult-led activities. However, leaders recognise that the planning and delivery of adult-led group activities need to be strengthened to ensure that all children are focused and engaged in their learning.

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:

- consider ways to offer even more support to all staff to help them to implement the curriculum more precisely
- review mealtime routines to provide children with more opportunities to practise their independence skills
- adapt the organisation of adult-led group times so that all children benefit from

the intended learning to support their progress.

Setting details

Unique reference number	EY258888
Local authority	Blackpool
Inspection number	10388569
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	45
Number of children on roll	55
Name of registered person	St Bernadette's Pre-School Nursery Committee
Registered person unique reference number	RP521367
Telephone number	01253 357 891
Date of previous inspection	17 July 2019

Information about this early years setting

St Bernadette's Pre-School registered in 2003 and is located in Blackpool. The nursery employs 10 members of childcare staff. All staff hold appropriate early years qualifications to at least level 2, including one member of staff who holds early years professional status, one member of staff who holds a qualification at level 6, and four members of staff who hold qualifications at level 3. The nursery opens from Monday to Friday, for 49 weeks of the year. Sessions are from 8am to 5.30pm. The nursery provides government-funded childcare.

Information about this inspection

Inspector
Kelly Little

Inspection activities

- The leadership team and the inspector discussed how the curriculum is organised.
- Parents spoke directly to the inspector, and their comments were taken into consideration as part of the inspection.
- The inspector observed teaching and learning, indoors and outdoors, and assessed the impact on the children's development.
- The inspector and leaders carried out a joint observation together. They discussed plans for evaluating and identifying areas for improvement in the nursery.

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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