

Inspection of St Oswalds Pre-School

Brocks Drive, North Cheam, Surrey SM3 9UW

Inspection date: 4 September 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

Staff are warm and caring in their approach as they welcome all children at the beginning of the autumn term. New children who are unsettled are frequently comforted by staff. Older children arrive with great enthusiasm and they are eager to learn. They keenly find their friends and the toys they enjoy. Staff build very positive relationships with all children from when they first start. They consistently show warmth and affection towards all children. Staff focus on children's personal, social and emotional development very well, and it is at the heart of the ambitious curriculum for all children. They get to know children well and find out what their favourite toys are to help them to settle. Staff support new children's independence very well as they encourage them to explore their new environment. Key staff offer lots of cuddles and reassurance to help children to feel safe and emotionally secure. New children grow in confidence.

Staff are good role models and they are very respectful in their approach. They celebrate children's good behaviour and frequently give positive praise. Staff keenly acknowledge what children know and can do, such as when they share and take turns. This helps to promote children's self-esteem. Staff encourage children to listen to help to promote listening and attention skills, such as during circle time. Consequently, children consistently demonstrate good behaviour, and they make good progress.

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

- Staff promote children's communication and language skills to a high level. They are very consistent in their approach. For example, staff repeat what children say, using the correct pronunciation, and frequently comment on their play. Staff use these strategies consistently to enhance children's speaking skills. Consequently, children make progress in their communication development and are ready for the next stages in their learning.
- Children with gaps in their learning are very quickly identified and referred swiftly to other professionals. This helps to promote a targeted approach and support all children to make steady progress.
- Overall, children benefit from a well-planned curriculum to meet their individual learning needs and what they need to learn next. For example, staff plan lots of exciting opportunities for children who prefer to play and learn outdoors. For instance, children excitedly mix mud in a mud kitchen and skilfully ride balance bikes to support their physical skills. Children are enthusiastic and motivated learners. However, some staff are less confident when planning opportunities to precisely support what children need to learn next to help them to make progress to the highest level.
- Children who are learning English as an additional language are supported

extremely well by leaders and staff. For example, staff gather key words in children's home language to support their communication within the pre-school.

- Parents are full of praise for the pre-school and they comment that it is 'family focused'. They confirm that staff gather important information when children first start, for a consistent approach. Partnerships with parents are strong.
- Leaders use regular evaluations and professional development opportunities to support improvements. This also helps to promote consistency and enhance staff's skills. For example, staff who provide a targeted approach for children with special educational needs and/or disabilities welcome training to increase their skills. Overall, monitoring and evaluations are used effectively to ensure that leaders provide good-quality, inclusive care and education to all children.
- New staff receive robust inductions to ensure that they are suitable to work with children. Staff who have key responsibilities are confident to take the lead in the absence of leaders. This helps to ensure the smooth running of the pre-school and keep children safe.
- Staff say that they feel very well supported by leaders. They welcome regular development opportunities and supervision meetings to discuss areas for improvements and to help to promote their well-being. This means that leaders value the views of staff and regularly share their high expectations.
- Leaders failed to inform Ofsted that there was a change to the committee. Although this is a breach of the requirements, there is no impact on the children or the running of the pre-school. Leaders immediately made the necessary notification.

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:

- enhance monitoring to check staff's understanding and implementation of how they use their knowledge of what children need to learn next to plan more specifically to meet children's individual learning needs.

Setting details

Unique reference number	139966
Local authority	Sutton
Inspection number	10351438
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	34
Number of children on roll	46
Name of registered person	St Oswalds Playgroup Committee
Registered person unique reference number	RP904641
Telephone number	07914 668285
Date of previous inspection	7 September 2018

Information about this early years setting

St Oswalds Pre-School registered in 1966 and operates from St Oswald's Church in the London Borough of Sutton. It is open Monday, Tuesday and Wednesday, from 8.50am to 11.50am, and Thursday and Friday from 8.50am to 3.30pm, during term time only. The pre-school runs a lunch club from 11.30am to 12.30pm, Thursday and Friday. It employs 15 members of staff, 13 of whom hold early years qualifications. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jane Morgan

Inspection activities

- Leaders and other members of staff joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Leaders spoke to the inspector about the leadership and management of the pre-school.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the pre-school with the inspector.
- Leaders showed the inspector documentation to demonstrate the suitability of staff and ongoing suitability.

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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