

# St Oswald's Pre-School

St Oswalds Church, Malvern Way, Rickmansworth, WD3 3QL



## Inspection date

10 May 2018

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff are extremely welcoming and caring. They share a vast amount of information with parents and tailor practice meticulously well to the needs of children. The key-person system is expertly adapted to children's needs. Children settle swiftly and build exceptionally strong bonds with staff.
- Staff are inspirational at teaching children about leading healthy lifestyles. Children are increasingly independent and fully benefit from staff's hygiene routines. Staff teach children about their bodies. For example, as they dance children learn to feel their heartbeats. Children enjoy plenty of fresh air and exciting opportunities for exercise.
- Teaching is good. For example, staff engage children in finding numbers during an outing and in talking about the numbers of their houses. They play games with a set of number cards. Children are challenged in setting number cards in order and guessing missing numbers. They show secure skills in mathematics.
- Staff complete detailed risk assessments of the premises, garden and outings every day. Children have exceptional opportunities to learn about personal safety. For example, they take on daily duties, such as completing a children's check of the premises and explaining about safety to visitors.

### It is not yet outstanding because:

- Although staff build partnerships with other settings that children attend, they do not share detailed information about children's learning needs with them to help support their rapid progress.

## What the setting needs to do to improve further

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

- build on the secure links with other early years settings that children attend, to share detailed information about children's learning and to promote further their rapid progress.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector interacted with staff and children throughout the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held meetings with the pre-school manager and deputy. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Karina Hemerling

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff attend safeguarding training and understand the signs of abuse. They know the procedures to follow should concerns about a child's welfare arise. They are secure in their roles and fully understand their duty to protect children. Staff have regular meetings with the manager, who continually reviews their practice and teaching. Qualified staff have ongoing opportunities for professional development. They make good use of their training to introduce new ideas to enrich children's learning. The manager includes staff and parents in the continuous reflection of practice and takes account of their views to make improvements that benefit children.

### Quality of teaching, learning and assessment is good

Staff plan activities to promote children's learning. For example, they teach them about Europe Day and children make flags, listen to music in European languages and look for countries on maps. Staff know children extremely well and discuss with them about where their families come from. Children develop good literacy skills. For example, they look at a board created by staff with written and picture instructions on how to play some of the games. Children then follow the instructions independently and use the dice to find out how many star jumps they have to do. They confidently adapt the game and use the dice to count as they clap and turn around. Staff allow time for children to play and they explore with interest. Staff and parents work well together to support children's learning.

### Personal development, behaviour and welfare are outstanding

Staff are excellent role models and have high expectations of children and of each other. They provide children with a calm and organised environment where they have exceptional opportunities to learn to be kind and to have good manners. Children build strong friendships and enjoy playing together. They behave remarkably well. Children have a clear understanding of the rules and boundaries. They learn about them in a very positive way during play and routines. Staff work with parents to support children's emotional development. They show exceptionally confident personal and social skills. For example, children help each other and organise turn taking as they challenge themselves on the balance beam.

### Outcomes for children are good

Children are highly motivated learners and play with a variety of resources, toys and activities. For example, they enjoy a circle-time activity and then use teddy bears, story sacks and books to lead their own circle-time activity. Children are developing excellent early reading and writing skills. They refer to books, and explore different tools and techniques when drawing. Children acquire the key skills they need to continue their successful learning at school.

## Setting details

<b>Unique reference number</b>	EY499186
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	1049264
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	31
<b>Name of registered person</b>	June Deebank
<b>Registered person unique reference number</b>	RP901060
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07927808940

St Oswald's Pre-School registered in 2016. The pre-school employs eight members of childcare staff. Of these, seven staff hold appropriate early years qualifications at level 2 or 3. The pre-school opens term time only. Sessions are from 9am until 12.45pm on Monday, Wednesday, Thursday and Friday. The pre-school provides funded education for two-, three- and four-year-old children.

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