

Sacred Heart Pre-School

Sacred Heart Roman Catholic School, Greys Hill, Henley on Thames, Oxfordshire,
RG9 1SL



Inspection date

Previous inspection date

2 May 2017

19 May 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff plan a stimulating range of activities that challenges children well and motivates them to join in. All children, including those who learn English as an additional language, make good progress from their starting points.
- Staff are adept at supporting children's communication and language development. For instance, they use a variety of strategies to support children learning English as an additional language. They repeat words for all children to learn and use skilful questions to help them think and solve problems.
- Partnerships with parents are strong. The sharing of information provides a consistent approach for children and supports parents' involvement in their children's learning.
- Behaviour is good. Staff help children to respect others and to play cooperatively.
- The provider and manager have implemented effective improvements since the last inspection. They regularly reflect on the service they provide and gain the views of parents, staff and children to help improve the quality of the provision.

It is not yet outstanding because:

- Staff have not yet developed effective methods to share information with other settings children attend to provide a consistent approach in their learning.
- At times, staff miss opportunities to support children to develop an awareness of technology and its uses.

What the setting needs to do to improve further

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

- develop further the relationships with other settings children attend to provide a more consistent approach to children's learning
- increase opportunities for children to develop a greater awareness of technology.

Inspection activities

- The inspector had a tour of the pre-school, both inside and outside.
- The inspector observed staff and children during play and completed a joint observation with the manager.
- The inspector examined a sample of policies, documents and children's records.
- The inspector spoke with parents, staff and children to gain their views.
- The inspector discussed the self-evaluation process with the manager.

Inspector

Alison Southard

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and provider ensure that staff know the procedures to follow if they have concerns for a child's welfare. The manager supports staff with their professional development, to build on their knowledge and skills and to improve children's experiences. For example, she identifies relevant training and provides regular coaching and support. The manager monitors the quality of teaching and children's progress effectively. She shares children's progress with parents to help involve them in their children's learning. The manager and provider follow rigorous recruitment procedures to ensure that all staff working with children are suitable to do so. The manager and provider have addressed previous actions raised. For instance, they now plan effectively for children's individual learning needs.

Quality of teaching, learning and assessment is good

Staff have an accurate understanding of what each child can do, to identify and swiftly extend their learning and close any gaps in their development. They include mathematics into children's play well, for example, as they count with children and encourage them to add items together. Staff extend children's learning effectively. For instance, after physical exercise, they asked children about the effect exercise has on their bodies. Staff support children's creativity through a variety of activities, such as music, craft and imaginative play. Children enjoy exploring the sounds that instruments make and join in with simple rhymes and songs. Staff help children to learn about the local community, for instance, when children visit the shops and the fire station.

Personal development, behaviour and welfare are good

Staff consistently praise and support children. Children form positive relationships with staff and settle quickly. Staff encourage children to behave well and to develop a sense of responsibility. For example, children learn to tidy up and help with snack time. Staff develop children's knowledge and understanding of healthy lifestyles and good hygiene procedures. For example, they help children to make healthy choices at snack times and children enjoy daily opportunities to be physically active inside and outside. Children learn about staying safe, such as through discussions with staff about road safety.

Outcomes for children are good

Children make good progress. They develop confidence in their abilities. For example, children learn to put on their coats and zip them up. They develop good early literacy skills. For instance, they enjoy looking at books and learn to write and recognise familiar words, such as their names. Children learn the key skills they need in readiness for the next stages in their learning and school.

Setting details

Unique reference number	133687
Local authority	Oxfordshire
Inspection number	1095684
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	40
Number of children on roll	24
Name of registered person	Sacred Heart Pre-School Committee
Registered person unique reference number	RP518036
Date of previous inspection	19 May 2016
Telephone number	01491 413892

Sacred Heart Pre-School registered in 1977. It operates from separate premises located in the grounds of the Sacred Heart RC Primary School, in Henley-on-Thames, Oxfordshire. The pre-school opens on weekdays during school term times, from 8.45am to 3pm. The setting receives funding to provide free early education for children aged three and four years. The pre-school employs four members of staff who all hold appropriate early years qualifications at level 3.

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