

# Inspection of St. Osmund's Preschool

St. Osmund's Preschool, Exeter Street, Salisbury, Wiltshire SP1 2SG

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Inspection date: 17 March 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive ready to learn at this welcoming and diverse pre-school. They demonstrate how safe and content they feel as they quickly settle to a good balance of adult-led and self-chosen activities. They enjoy using the varied range of resources indoors and outside which support their learning. For example, they play in the garden centre which has been created to encourage imaginative play. Children are well behaved and develop good social skills.

Staff have high expectations for all children, including those with special education needs and/or disabilities and those who are learning English as an additional language. For example, they use a programme to develop children's speaking and understanding skills. Staff implement a well-planned curriculum that enables children to make good progress from their starting points.

The pre-school stayed open during the COVID-19 pandemic in order to support vulnerable children. Those children that did not attend during lockdown were well supported by staff who sent activities home and put ideas for parents on the website. Staff also contacted families to see if they needed any practical help. Children's language development and emotional well-being suffered during this time and staff have been focusing on giving extra support in these areas to help children catch up.

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

- Staff know children very well which enables them to plan carefully for the next steps in each one's individual development. They form strong bonds with the children and use effective teaching methods to help each child achieve their potential. For example, they recognise which children live in flats without gardens and ensure that they have plenty of opportunities to play outside.
- Children are well behaved. They play happily with one another and talk confidently about how they should share and not snatch. Staff remind them of the rules, such as using walking feet, and discuss why this is important. At mealtimes, staff act as good role models, using good manners and encouraging children to do so too.
- Children develop good listening skills and engage well in activities. They listen carefully when staff shake the tambourine to attract their attention and enthusiastically follow the instruction to tidy up. They learn many independent skills, such as preparing their own snacks and hanging their coats on the fence when they get too hot playing outside.
- Many children are confident speakers who initiate conversations with each other and with adults. Staff support children's communication in a variety of effective ways. For example, two staff support those children who speak Polish at home

by speaking to them in both Polish and English. However, although some staff have been trained to use sign language as an additional method to support children who need extra support with their language skills they are not currently doing so.

- The pre-school has been through a difficult period but the acting management team and the staff have worked hard to maintain standards and continue to support families and children. Managers and staff share the clear ethos of 'nurture, learn, grow'. They are keen to develop the provision further and, for example, have plans to further develop the outdoor area. Staff work well as a team and enjoy working at the pre-school.
- Children come from a diverse range of backgrounds. Staff seek information about these and ask parents to supply key words in their home languages to help children's developing language and understanding. There are some resources and activities that reflect diversity but opportunities for children to recognise and learn about their own cultures and those of others are not developed as fully as possible.
- Staff prioritise children's well-being. They teach them breathing exercises to help them feel calm and children willingly join in. Children also learn to reflect and think about the positive things that have happened. Children chant, 'We did good' before they leave for the day.

## **Safeguarding**

The arrangements for safeguarding are effective.

Managers and staff have a good understanding of their responsibility to protect children and keep them safe. They know the possible signs that children may be at risk of harm and what to do if they have concerns. Staff are also aware of how to escalate their concerns if appropriate action is not taken. The premises are safe and secure and staff help children to learn about staying safe. For example, they discuss the danger of hot water with them as they make play dough. Staff make effective use of radios to ensure that children moving between the indoor and outdoor areas are supervised at all times.

## **What does the setting need to do to improve?**

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

- build on the existing support for the communication skills of those with delayed speech and those who are learning English as an additional language to help them make even better progress
- provide more opportunities for children to learn about, and value, their own cultural backgrounds and those of others.

## Setting details

<b>Unique reference number</b>	EY357437
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10230822
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 11
<b>Total number of places</b>	104
<b>Number of children on roll</b>	57
<b>Name of registered person</b>	St Osmunds Pre-School Committee
<b>Registered person unique reference number</b>	RP520570
<b>Telephone number</b>	01722 329238
<b>Date of previous inspection</b>	11 May 2018

## Information about this early years setting

St. Osmund's Pre-School registered in 1985 and re-registered at new premises in 2011. The pre-school is open five days a week from 9am until 3pm. The pre-school also runs out-of-school care before and after school and during school holidays. The pre-school receives funding for free early education for children aged two, three and four years. There are 10 members of staff, of whom nine have appropriate qualifications.

## Information about this inspection

### Inspector

Catherine Sample

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The acting deputy manager and inspector completed a learning walk together and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out joint observations of two group activities with the acting deputy manager.
- Parents shared their views of the setting with the inspector.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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