

# Inspection of Our Lady's Prep School And Day Nursery

Our Ladys Preparatory School, The Avenue, Crowthorne RG45 6PB

---

Inspection date: 1 June 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Children receive a warm welcome on arrival from the kind and nurturing staff, who know them well. They are happy and quickly settle in. Children form strong bonds with their key person and all the staff who support them. Babies receive plenty of cuddles and individual care, which helps them to become confident within the nursery environment. They have fun exploring sensory resources, such as pasta, water and mud. Toddlers play cooperatively together and develop shared themes in their imaginative play. Older children show good concentration and motivation as they carefully use scissors to cut around the pictures they have made. Children show that they are extremely proud of their achievements.

There is a strong focus on supporting children's emotional health following the pandemic. Children thoroughly enjoy stories that help them name their emotions and express how they feel. They do this with confidence and show resilience. Overall, children behave well and develop a positive attitude to learning. They are kind and work together to resolve conflict. Children show high levels of independence and are keen to do things for themselves. They are motivated to help when it is time to tidy up before mealtimes. Children talk confidently to visitors and are keen to show them around their nursery. They enthusiastically describe the 'jewels' they have threaded onto strings to make necklaces. Children are well prepared for their next stage of their learning.

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

- The provider has a clear and aspirational vision for the nursery. He works closely with the manager to continually reflect on the service provided to all children. Leaders and managers have a strong desire to continue to fully embed new teaching methods and education of the highest quality throughout the nursery. Staff attend regular training, supervision sessions and appraisal meetings. That said, leaders have not yet fully embedded a highly effective programme of professional development, to help raise all staff's practice to the highest level.
- Staff support children's learning well and, overall, teaching is good. They warmly praise and encourage children by using comments such as 'you can do it!', which motivates them further. Most staff introduce, model and repeat the correct use of words. They ask children questions and listen to what they have to say. However, at times, less-experienced staff are not quick to notice when some younger children would benefit from more adult interaction, to build on their emerging speaking skills.
- Children with special educational needs and/or disabilities receive excellent support. The special educational needs and disability coordinator quickly identifies gaps in children's learning and implements strategies swiftly to support individual needs. They access external services, such as speech and language

support and other health professionals, to initiate targeted support. This helps to narrow any gaps in children's development.

- Staff enthusiastically use opportunities and activities to increase children's understanding of mathematical development. This is threaded throughout all aspects of learning. For example, older children show an understanding of how to measure volume and length. They learn about number shapes. Children show immense pride as they master early mathematical skills and confidently count, subtract and predict what comes next.
- Staff promote children's physical development very well. They focus on supporting children's large-muscle development through activities, such as weekly dance, swimming, sport and forest school sessions. Children enjoy taking part in these lessons and show good coordination as they learn new movements. They are provided with healthy, nutritious meals and have access to a large outdoor area. Food preferences and dietary needs are fully implemented. Staff regularly check children's well-being and flexibly schedule sleep times into the daily routines.
- Parents speak extremely highly of the setting and its leadership. They commend the communication they receive and feel completely involved in their child's learning journey. Parents compliment the staff on the support they offered to families throughout COVID-19. This support stretched beyond the children, and parents appreciated the time the staff took to support them. Parents talk about how their children are eager to attend and that they are making good progress with their learning and development.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff have a good understanding of their role in safeguarding children. They know the possible signs that a child may be at risk and how to report any concerns about children's safety and welfare. Staff are supported through training on various aspects of safeguarding at induction, through additional training and staff meetings. Rigorous and robust recruitment procedures are in place for all staff. Staff assess risks well to ensure that children are safe in the indoor and outdoor environments.

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

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

- continue to embed and refine the programme of professional development, to raise the quality of teaching to a consistently high level
- support less-experienced staff to recognise when children would benefit from more adult interactions to extend and encourage their early speaking skills.

## Setting details

<b>Unique reference number</b>	EY548420
<b>Local authority</b>	Wokingham
<b>Inspection number</b>	10237791
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	128
<b>Number of children on roll</b>	109
<b>Name of registered person</b>	The Church Of The Holy Ghost Crowthorne Trust CIO
<b>Registered person unique reference number</b>	RP548419
<b>Telephone number</b>	01344 773394
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Our Lady's Prep School And Day Nursery registered in 2017. It is based in Crowthorne, Berkshire. The nursery opens from 8am to 6pm on weekdays throughout the year, closing over Christmas and on bank holidays. The nursery employs 28 members of staff. Of these, three hold early years qualifications at level 6, 11 are qualified at level 3 and two hold qualifications at level 2.

## Information about this inspection

### Inspector

Joanne Allen

## 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 manager and has taken that into account in her evaluation of the provider.
- The deputy manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- At suitable times during the inspection, the inspector spoke to staff, parents and children and took their views into account.
- The inspector and the manager observed interactions between adults and children. They discussed the learning that took place.
- The provider, deputy manager and staff explained their role in safeguarding children to the inspector.
- The inspector viewed a range of documents relating to safeguarding, suitability of staff and record-keeping.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022