

Inspection of St Mary's Osterley Playgroup

St Mary's Osterley Parish Centre, Osterley Road, Isleworth, Middlesex TW7 4PW

Inspection date: 3 November 2022

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|------------------------------|-------------|
| 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

Inadequate

What is it like to attend this early years setting?

The provision is good

Children settle in quickly when they first start at this welcoming pre-school. They develop secure and trusting relationships with their key person and other staff. This helps children feel safe, happy and confident to explore their surroundings. Staff have high expectations of what children can achieve. Children who need extra help are well supported. For example, staff develop targeted plans and work collaboratively with parents and other professionals to support children's communication and language development. This helps all children, including those who have special educational needs and/or disabilities and those who learn English as an additional language, to make good progress in their learning.

Children behave well. They demonstrate good manners and know about the rules and boundaries of the pre-school. Children listen and respond to adults positively. They play happily with one another and develop good friendships. Children are active and have plenty of opportunities to build on their physical skills. For example, they master their skills on the climbing frame and enjoy playing with balls. Children show good imagination during their role play. For instance, they pretend to sell fruit to their friends and come up with different amounts of how much they want their friends to pay for the shopping. Children develop good hand-to-eye coordination and practise cutting the fruit they bought from their friend's shop.

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

- The management team has made significant changes since the last inspection. They welcomed support from the local authority advisory team and attended many training courses to build on their knowledge of safeguarding.
- Staff feel valued and supported by the management team, including through supervisions. They are qualified and committed to complete ongoing training to build on their teaching skills, for example to support individual children's listening and attention skills.
- Children learn how to lead healthy lifestyles. For instance, they enjoy spending time outdoors, which supports their good health and well-being. Children hold discussions with staff during snack time and develop an understanding that fruit and vegetables are good for their health. They learn about good hygiene and know they need to wash their hands regularly. Children learn about the importance of oral health and practise how to brush their teeth correctly.
- Staff support children's independence well. For example, they encourage children to have a go at putting their coats and wellies on before outdoor play. Children enjoy taking turns and pouring milk and water themselves.
- Staff observe children and regularly assess their progress. They plan interesting activities based on children's interests and build on what children already know.

- Staff hold meaningful conversations with children during play, for example when they talk about a book they read and recall past experiences. However, there are occasions when some staff do not give children enough time to think and respond to questions to build on their thinking, imagination and communication and language skills even further.
- Children enjoy arts and crafts. For example, they use a range of media and materials, such as glue and glitter, as they make their fireworks picture creations.
- Children enjoy making marks and drawing. They acquire the correct pencil grip in preparation for early writing. Children develop a good level of concentration during activities. They enjoy completing puzzles and staff encourage them to name different shapes they cut out from play dough. This helps to build on their mathematical skills. Children learn skills that prepare them for the next stage in learning and school when the time comes.
- Children participate during circle time. For example, they learn the days of the week and sing nursery rhymes with enjoyment.
- Parents talk highly about the support their children receive from the management team and staff. They regularly discuss their children's progress and jointly plan for their next steps in learning. This helps to provide consistency in children's development.
- Staff gather some key words in children's home language from parents when children first start, to support settling into pre-school. However, they do not always use these consistently to help children hear and use their home language in their play and learning.

Safeguarding

The arrangements for safeguarding are effective.

The provider implements robust vetting and suitability checks to ensure staff are suitable to work with children. The management team and staff are knowledgeable about child protection. They have a secure understanding of the correct procedures to follow should they have a concern about a child or a member of staff. In addition, they know how to identify and report any extremist behaviours. This helps to protect children's welfare. They are vigilant about safety and carry out thorough risk assessments of the premises and resources to ensure the safety of the children. All accidents and first-aid treatments are precisely recorded as required.

What does the setting need to do to improve?

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

- build on current opportunities for children who learn English as an additional language to hear and use their home language in their play

- dedicate more time for children to think and respond to questions to build on their communication and language skills even further.

Setting details

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| Unique reference number | EY272624 |
| Local authority | Hounslow |
| Inspection number | 10246003 |
| 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 3 |
| Total number of places | 30 |
| Number of children on roll | 12 |
| Name of registered person | St Mary's Osterley Pre-School Playgroup Committee |
| Registered person unique reference number | RP520875 |
| Telephone number | 07719731062 |
| Date of previous inspection | 12 May 2022 |

Information about this early years setting

St Mary's Osterley Playgroup registered in 2003. It is based in Isleworth, in the London Borough of Hounslow. The pre-school opens five days a week, term time only. Sessions are from 8.30am to 2.30pm, Monday to Friday. There are five members of staff. All staff have relevant childcare qualifications from level 2 to level 5.

Information about this inspection

Inspector

Katarina Hustava

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The deputy manager and the inspector completed the learning walk together.
- The manager and the inspector completed two joint observations together and evaluated the impact of teaching on children's learning.
- The inspector held a meeting with the provider, who is also the manager.
- The inspector held discussions with the management team, staff, parents and children at appropriate times during the inspection.
- The inspector reviewed relevant documents, relating to the suitability, training and support of staff.

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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