

Inspection of Saint Thomas More Pre-School

Our Lady Parish Centre, Madeira Road, WEST BYFLEET, Surrey KT14 6DE

Inspection date:

23 November 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are greeted warmly by the staff. They settle to explore the toys and resources set out for them. For example, they enjoy building a train track together and looking at books. Staff provide children with opportunities to explore real resources, such as real food in the role-play kitchen. This provides children with opportunities to develop their skills for the future. Children enjoy the large outdoor space. For example, they play together in the playhouse and with the trucks. However, not all children are supported well enough to become engrossed in their play. At times, staff do not extend their learning effectively enough. This has an impact on the progress children can make.

Staff praise children, and children respond positively to them. This supports children's confidence and self-esteem. Children know the rules and routines of the setting. At lunchtime, they listen well to staff, quickly getting ready and washing their hands. Children feel safe at the setting. They hold each other's hands when walking to the church next door, supporting their knowledge of how to keep themselves safe. Staff can talk about their expectations for children's learning. They prioritise opportunities for children to develop early language skills, involving them in singing songs and shared story times. As such, children enjoy looking at books together, which supports a love of reading. However, support for children who speak English as an additional language (EAL) is not fully developed.

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

- Leaders and managers are reflective of their practice and the journey they are on to develop the provision. They have a range of plans to enhance the opportunities they provide for children. For example, they are investing in the outdoor environment and developing a forest school. However, these plans are yet to be fully embedded to impact on the quality of teaching and learning that children receive.
- Staff report that they feel supported and enjoy their job. They are positive about plans for the future of the setting and working together as a new team. However, opportunities to further develop their knowledge and skills are not fully in place. This impacts on staff's understanding of how to effectively extend children's learning and development.
- Children enjoy dressing up, eagerly trying on the builder's clothes and hats together. They laugh and chat when looking at different books together, talking about the story and pictures. However, at times, staff do not consistently engage with children to build on their learning, and children's engagement in learning is not as focused as it could be.
- Staff create an indoor environment that includes a range of spaces for children to explore. For example, a sensory den has been created for children who prefer

a quieter space. Adults set up activities that they think children will be interested in. For example, an art and craft table was set up to support children's interest in making Christmas decorations.

- Parents are positive about the setting and can talk about progress their children have made. Parents speak highly of the book packs they have been given to support reading at home. However, not all parents receive enough information about how their children are doing and what their next steps are. As such, this affects how well parents can support children's learning to help them make good progress.
- Children enjoy books and stories. For example, they join in with an interactive story session outside, exploring a nativity scene with real resources. Staff encourage them to talk about the story and learn new words. However, less-confident children and those who speak EAL are not supported as well as they could be to join in. This means they do not always have the same opportunities to develop their language as other children.
- Children are sometimes encouraged to be independent. For example, they get their own water bottles and wash their own hands. Staff encourage them to find their own place mats. However, this is not always consistently supported. For example, staff zip up children's coats and open their lunches for them. This limits the range of opportunities children have to develop these skills for themselves.
- Children play together. For example, they spend time building a tower together, sharing the blocks and talking about how they could make it taller. Generally, they demonstrate positive behaviours towards each other, listening to each other and taking turns. This supports children's self-esteem and social skills.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers ensure that children are safe on the premises. For example, they ensure visitors to the setting are monitored and doors to the church next door are locked. Children are encouraged to keep themselves safe. For example, they follow careful safety routines when they walk to the church next door. Leaders and managers ensure there are effective systems in place for the recruitment and vetting of staff. Staff have undertaken safeguarding training and can talk about signs and symptoms of abuse, such as female genital mutilation. They can explain what they would do if they had concerns about a colleague or if they felt that their concerns were not being taken seriously. They know where to find policies and information to seek further advice and support.

What does the setting need to do to improve?

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

- ensure all staff are fully aware of children's individual needs to support them to make the best progress, particularly for those who speak EAL
- enhance communication and information shared with parents to ensure that they are fully informed about their children's progress and how they can help at home
- provide further professional development opportunities for staff to develop their own knowledge and skills, particularly with regards to developing their interactions with children to fully support their play and learning
- extend opportunities for all children to develop their independence skills.

Setting details

Unique reference number	EY495065
Local authority	Surrey
Inspection number	10262523
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 8
Total number of places	50
Number of children on roll	36
Name of registered person	The Orchard Children's Nursery (Farnborough) Limited
Registered person unique reference number	RP529576
Telephone number	07764286360
Date of previous inspection	28 February 2018

Information about this early years setting

Saint Thomas More Pre-School registered in 2015. It is one of two privately owned provisions and is located in West Byfleet, Surrey. The provision is open each weekday, from 8.30am to 4pm, during term time only. Funding is accepted for the provision of free early education for children aged two, three and four years. There are six members of staff, including the owner. Three hold a relevant childcare qualification. The manager holds a qualification at level 5.

Information about this inspection

Inspector

Victoria Salisbury

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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual/registered individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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