

# Inspection of St Ambrose Pre-School

St. Ambroses Catholic Primary School, Leswell Street, KIDDERMINSTER,  
Worcestershire DY10 1RP

---

Inspection date: 14 March 2023

---

## **Overall effectiveness**

## **Outstanding**

---

The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous  
inspection

Outstanding

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

### **The provision is outstanding**

Children are immersed in rich learning everywhere you look at this exceptionally welcoming and nurturing pre-school. They are incredibly happy and settled, and leave their parents with complete ease on their arrival. Children are greeted with enthusiasm and warmth by the caring staff team. In turn, children become extremely self-assured and confident. They develop wonderfully secure bonds with staff and form close friendships with their peers.

Children eagerly explore the stimulating environment. They are empowered by staff to lead their own learning and make choices during their play. They greatly benefit from the support of staff, who have consistently high expectations of what all children are capable of achieving. Children have great fun as they explore dough. They choose to use a rolling pin to flatten their dough as they pretend to make birthday cakes. They add additional resources into their play, including candles and cupcake cases, to extend their own learning even further.

Children behave exceptionally well. They fully understand the rules and boundaries at pre-school. They show kindness and consideration towards their peers. They use excellent manners, listen carefully and follow simple instructions. Children's attention is deeply absorbed in the wide range of motivating and challenging learning opportunities that reflect their current interests and stages of development. Children maintain the highest levels of enjoyment and concentration as they join in with parachute games. They work together to move the parachute to familiar nursery rhymes, and develop excellent control and coordination.

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

- Staff are outstanding teachers. They differentiate their teaching incredibly well and maximise every interaction. Staff deliver a challenging and well-sequenced curriculum. They support children to consolidate their knowledge and cumulatively build on their skills. Curriculum plans are precisely focused to promote children's communication, language and literacy skills. Children develop a love for reading and are completely captivated as they listen to their favourite stories. Staff support younger children's pronunciation and repeat key words and sounds as they play. Staff skilfully ask children questions to deepen their understanding, which further builds on their listening and speaking skills.
- Staff get to know children extremely well when they first start at the pre-school. They fully understand children's starting points and previous experiences. They use this information to plan future learning experiences. As a result, all children, including children with special educational needs and/or disabilities (SEND), display exceptionally positive attitudes towards their play and learning.
- The long-standing staff team show genuine care and passion for the work that

they do. They demonstrate an admirable commitment to their continued professional development. They meticulously reflect on their practice and strive to deliver the very best education to all children. Staff benefit from high-quality coaching opportunities and regular supervision meetings. They comment that the manager 'goes above and beyond' to support them and their well-being.

- The support for children with SEND is remarkable. The special educational needs and/or disabilities coordinator (SENDCo) works collaboratively with staff to ensure that children with SEND receive targeted support at the earliest opportunity. The SENDCo works extremely closely with parents and other professionals to narrow any gaps in children's learning. Additional funding is used brilliantly to best support children's individual needs.
- Children develop an amazing sense of self and regularly celebrate what makes them unique. Their previous experiences, cultures and backgrounds are valued immensely and form an integral part of the pre-school's curriculum. Staff provide children with a wonderful array of inclusive experiences to ensure they develop an understanding of their local and wider communities.
- Partnerships with parents are outstanding. Parents comment that staff place children at the heart of everything they do and offer immensely great support to every child and their family. The manager and staff team have developed learning packs and a lending library to support parents to extend their children's learning at home. They signpost parents to an extensive range of courses to support their understanding of children's development and parenting skills.
- There is a real focus on preparing all children for the next stage of their learning. Staff work closely with teachers at the on-site school to ensure that children develop the skills required to thrive at school. As a result, children are highly independent and make exceptional progress from their starting points. For instance, children develop excellent mathematical skills. Younger children use mathematical language as they play and explore. Older children learn to use 'plus', 'minus' and 'equals' as they work out simple sums.
- Children have superb opportunities to adopt a healthy lifestyle. The indoor and outdoor environments offer children enthusing areas to explore, which build on their physical skills and strength. Staff have worked tirelessly with parents to ensure that children are provided with healthy and nutritious snacks and meals.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have an extremely comprehensive understanding of how to keep children safe from harm. They routinely refresh their knowledge through regular training updates. The manager and staff are extremely confident in identifying potential signs that could indicate possible abuse to children. They fully understand the reporting procedures to follow should they have a concern about a child or a staff member. There are robust procedures to ensure that children are only able to leave the pre-school with known adults and those authorised to collect them. Staff follow thorough procedures when children are absent and monitor their attendance closely. These processes contribute to children's safety and welfare.



## Setting details

<b>Unique reference number</b>	205482
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	10264793
<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>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	48
<b>Number of children on roll</b>	31
<b>Name of registered person</b>	St Ambrose Playgroup Committee
<b>Registered person unique reference number</b>	RP520194
<b>Telephone number</b>	07980182741
<b>Date of previous inspection</b>	27 June 2017

## Information about this early years setting

St Ambrose Pre-School registered in 1992. The pre-school operates during term time, from Monday to Friday. Sessions are from 8am until 3.15pm. The pre-school employs five full-time members of staff and one part-time member of staff. Of these, one holds qualified teacher status, one has an early years childhood degree, three hold level 3 qualifications in early childhood studies, and the part-time staff member holds a level 2 qualification in early childhood studies. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Dale Ramsey

## Inspection activities

- This was the first routine inspection the pre-school 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 pre-school.
- 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 observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager about the leadership and management of the pre-school.
- The inspector carried out a joint observation of a group 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 at the pre-school.

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 2023