

# Inspection of St George's Pre School

Church Hall, St John's Avenue, Rugby, Warwickshire CV22 5HR

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Inspection date: 30 June 2023

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

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

### **The provision is outstanding**

Leaders and staff enable children to develop exceptionally close relationships with staff and their peers in this caring pre-school. They separate confidently from their parents and eagerly greet their friends and the staff. Staff provide children with familiar routines that help children feel incredibly secure. On arrival, children become involved in recognising their name to self-register. Children then competently label and store away their lunch boxes before enthusiastically choosing from the enticing learning opportunities on offer.

All children thrive and demonstrate confidence as they engage in circle time. They are keen to say 'hello' to their friends, using a range of different languages. Children enthusiastically volunteer to share and explain the pre-school rules to the group. They demonstrate a strong understanding of expected behaviour. For example, children know that they should walk inside to avoid bumping into others and to keep everyone safe.

Staff provide children with extensive opportunities to play and learn outdoors. They place a strong focus on helping children to become inquisitive about the natural world. Children are excited to discover a beetle in the grass. They decide how best to look after it, and they ensure that their friends have had a close look before carefully moving it to a safer place. Staff expertly use opportunities to extend children's knowledge and enable them to practise their skills from the other areas of learning. For example, children confidently find and use a non-fiction book to identify the characteristics of the insect.

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

- Leaders have developed an ambitious and well-sequenced curriculum. There is clear intent for learning that is fully understood and promoted by all members of staff. The staff team provides a vast number of daily experiences that are designed to cover all areas of learning and meet children's unique needs.
- Leaders organise the pre-school exceptionally well. They maximise opportunities for children to make choices and actively lead their own learning. The close-knit staff team communicates highly effectively, and the staff work extremely well together. Leaders ensure that new staff receive a comprehensive and informative induction that fully supports them in their role.
- Children develop a love of stories. They choose from a range of high-quality texts and delight in sharing books and audio stories with staff and their friends. Staff skilfully teach children about the role of authors and illustrators. Children are particularly fascinated by the 'blurb' on the back of the books on offer. They understand that this tells them what the story is about.
- Children with special educational needs and/or disabilities (SEND) receive

exceptional support. Staff promptly identify possible concerns and swiftly make referrals to other agencies. They work closely with other professionals and parents to provide targeted support. This enables children to make the best possible progress.

- Children are highly motivated and focused learners. They spend prolonged time at the creative station, working on their individual projects. Children demonstrate excellent fine motor skills and hand-eye coordination as they skilfully use a range of tools and resources to complete their designs. Children are highly engrossed in cutting, sticking and mark making. They competently use the scissors and staff remind them about how to handle and store the scissors safely. Children show immense pride in their work and enthusiastically parade the masks they have created using googly eyes and sticky notes.
- Staff provide children with an imaginatively resourced home corner. Children confidently negotiate and take on various roles as they develop their role-play ideas. They work cooperatively and include others in their play. Staff are excellent role models for children's communication and language development. They use sophisticated language with children to extend their learning. Children competently use a wide and interesting vocabulary across their play.
- Children's behaviour is exemplary. Staff have consistently high expectations of them. They promote children's independence and self-care skills as an integral part of the curriculum. Children listen intently and respond positively to staff. Staff allocate specific tidy-up tasks to children at the end of the session and encourage them to work together as a team.
- Parents are thrilled with the provision. They comment enthusiastically on the warm, professional and nurturing relationships that staff develop with the children and their families. Parents are well supported to get involved in their child's learning. They receive a weekly learning letter that describes the opportunities that have been on offer. Parents are delighted with the strong and rapid progress that children make. They also comment on the excellent transition support as children move on to school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have exceptional working knowledge of their role and responsibility to keep children safe. They have a clear understanding of local safeguarding procedures and where to access support if they identify concerns. Staff attend regular training and receive weekly briefings to refresh and update their knowledge. Leaders develop highly effective risk assessments, and these are updated and reviewed regularly. Staff teach children about how to keep themselves safe. For example, they involve them in negotiating how high they should climb up a tree in the outdoor play space. Staff are qualified in first aid, and this ensures that there is always someone available to deal with any accidents.

## Setting details

<b>Unique reference number</b>	EY242243
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10295342
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	24
<b>Number of children on roll</b>	31
<b>Name of registered person</b>	St George's Pre School Committee
<b>Registered person unique reference number</b>	RP520912
<b>Telephone number</b>	07811 454416
<b>Date of previous inspection</b>	1 December 2017

## Information about this early years setting

St George's Pre School registered in 2002. The pre-school employs six members of childcare staff, all of whom hold an early years qualification at level 2 and 3. The pre-school opens from Monday to Friday during term time. Sessions are from 9am to 3pm on Monday, Tuesday, Thursday and Friday, and from 9am to midday on Wednesdays. The pre-school provides funded early education for two-, three - and four-year-old children.

## Information about this inspection

### Inspector

Lisa Gadsby

## 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 setting.
- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- 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 joint observations of group activities 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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