

# Inspection of Pre-school @ St Helens

St. Helens Cp School, Broomlands Close, St. Helens, Ryde PO33 1XH

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Inspection date: 20 October 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	Not applicable

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

### **The provision is outstanding**

Children thrive in this exceptional pre-school. They arrive happy and are ready to explore the remarkable environment that staff provide. They have immense fun and sustain high levels of engagement in their chosen activities. Staff know the children exceptionally well. They have excellent knowledge of children's interests. For example, staff sensitively adapt group activities to elicit the interests of children. This supports children to engage in purposeful play and make excellent progress from their starting points.

Staff offer highly effective support to help children to take turns and share toys. They give consistent and meaningful praise for children's positive behaviour. This supports children to understand acceptable behaviours. Children are incredibly kind and demonstrate impeccable behaviour. For example, when children are feeling shy, other children comfort them by offering hugs and ask them to play.

Children spend copious amounts of time outdoors in the fresh air. Staff utilise every space to provide inspirational learning opportunities. Children relish the opportunities available to them. For example, they delight in playing in the mud kitchen. They explore a range of herbs as they mix concoctions. Children use their imaginations as they shovel mud in the builders' area. There is a real hive of activity as children engage in meaningful learning.

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

- The curriculum is highly ambitious and expertly embedded across the pre-school. Staff plan the environment and activities to capture children's interests and curiosity. Teaching is of a consistently high quality. Staff have a clear understanding of how children learn, including children with special educational needs and/or disabilities (SEND). This helps to ensure that all children continue to make exceptional progress.
- Children thrive in the language-rich environment. Interactions between staff and children are excellent. Staff ask questions that successfully challenge children to think at every opportunity. They ignite children's curiosity through interesting and meaningful conversations. Children develop an extensive vocabulary. For example, they use words such as 'transparent' and 'purchase' as they engage in conversations with staff. Staff skilfully support the use of new language and explain what new words mean. This helps children to understand more complex words.
- Children's behaviour and attitude to learning are exemplary. They are extremely confident to learn new skills. Staff encourage children to become increasingly independent. For example, at mealtimes, children learn to persist as they cut blueberries with a knife. They have a wonderful sense of achievement and

encourage their friends to keep on trying. Children celebrate by saying, 'When we practise, we can do it.'

- Staff skilfully weave mathematics through activities and experiences. For example, children enthusiastically compare the size of worms they find in the garden. Staff encourage children to use tally charts to record numbers at every opportunity. They record similarities and differences and learn to work out simple sums. This helps children to develop a positive attitude to mathematics and problem-solving.
- The manager uses funding exceptionally well. She ensures children's learning and development needs are clearly understood and met. Support for children with SEND is excellent. The special educational needs coordinator works closely with parents and other professionals. She is very proactive in ensuring children get early and ongoing support. This contributes to the rapid progress that children make.
- Partnerships with parents are exceptional and highly successful. Parents have the utmost praise for the pre-school and staff. They are extremely grateful for any advice and support offered. Staff support parents to be involved in their children's learning. For example, parents are invited to open days where staff 'showcase' the curriculum. This encourages parents to support children's learning at home.
- The manager is extremely passionate. She has a clear ambition to identify and prioritise improvements. For instance, she regularly completes comprehensive audits to embed a positive learning environment. As a result, she implements numerous initiatives that are worthy of sharing with other early years settings. In addition, staff receive regular supervision sessions that focus on professional development and well-being. This creates a culture of continuing improvement that reinforces the consistency of a high-quality provision.

## Safeguarding

The arrangements for safeguarding are effective.

There is a culture of safeguarding throughout the pre-school that places the highest priority on children's safety and well-being. The manager and staff are secure in their knowledge and understanding of the signs that may suggest a child is at risk of abuse, neglect or harm. Staff are clear about the procedures to follow should they have concerns about a child's welfare or the conduct of another staff member. The manager follows a rigorous and effective recruitment procedure. She conducts regular supervisions and ongoing suitability checks.

## Setting details

<b>Unique reference number</b>	2695785
<b>Local authority</b>	Isle of Wight
<b>Inspection number</b>	10313424
<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>	20
<b>Number of children on roll</b>	14
<b>Name of registered person</b>	Pre-School @ St Helens Ltd
<b>Registered person unique reference number</b>	2695784
<b>Telephone number</b>	01983875755
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Pre-school @ St Helens re-registered in 2022. It is located within the building of the primary school at St Helens, situated on the Isle of Wight. The pre-school is open Monday to Friday from 7.45am to 5pm, term time only. The pre-school offers funded early education to children aged two, three and four years. The owner/manager employs four staff to work with the children. One staff member has early years teacher status, one has qualified teacher status, one has a recognised level 3 qualification in childcare, and one is unqualified.

## Information about this inspection

### Inspector

Kelli Wiseman

## 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 provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- The manager carried out a joint observation of an activity with the inspector.
- The inspector spoke to several parents during the inspection and took account of their views.
- Relevant documentation, and evidence of the suitability of staff working in the pre-school, was viewed.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Managers shared their vision and ethos of the nursery with the inspector.

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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