

# Inspection of St Richard's Pre-School Playgroup

St. Richards Centre, 35 Forge Lane, Feltham, Middlesex TW13 6UN

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Inspection date: 22 March 2024

<b>Overall effectiveness</b>	<b>Outstanding</b>
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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	Good

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

### **The provision is outstanding**

Children thrive at this outstanding setting. Staff provide a welcoming and truly inclusive environment, where each child's uniqueness is highly valued. Children flourish because of the excellent education and nurturing that they receive. They arrive with broad smiles, eager for an exciting day of learning. Staff plan a highly ambitious early years curriculum which incorporates high-quality activities that meet children's individual needs. They provide excellent support for all children, including those with special educational needs and/or disabilities (SEND) and the most-disadvantaged children.

Children have a keen enthusiasm to learn. They are supported and taught the skills they need to learn to make them independent and able to problem solve. They are confident and able to make choices and decisions about their learning. They recall knowledge that they have learned. For example, they confidently name the ingredients needed to make dough. They go on to discuss the volcanos they previously created using some of these same ingredients.

Children's behaviour is exemplary. The extremely well thought out routines are deeply embedded. Children know exactly what is happening and what is expected of them. For example, children confidently collect their mats for group time and eagerly help each other tidy up before moving on to the next activity. This helps children feel secure and empowered. Staff are excellent role models for children. They work exceptionally well as a team and always prioritise the children. They value children's voices and give them numerous opportunities to express their thoughts and make choices. As soon as you enter the nursery, the sense of community is hugely apparent. This is a setting where everyone is valued and respected.

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

- The manager is inspirational and leads the team extremely effectively. She ensures that staff constantly improve their professional skills and knowledge. This gives them a deep understanding of the educational theory which underpins their excellent teaching. For example, recent training has helped staff to become more reflective on the curriculum. They have now adapted how mathematics is supported outdoors as well as inside. Staff comment that they feel supported and valued.
- Staff's engagement and interactions with children are inspirational, and children demonstrate excellent conversational skills. Staff expertly apply a variety of teaching skills to check children's understanding of unfamiliar words and to regularly introduce new vocabulary. For example, children create 'cup cakes' using real flowers and herbs in the mud kitchen. Staff name the different herbs

available to them. During group story time, younger children suggest the snake in the story is 'too slippery' to hold. Staff build on this by introducing language such as 'scaly' and 'slimy'.

- The whole staff team know all children exceptionally well. They are given the time they need to observe their key children and build an accurate picture of each child's progress and learning needs. This information is then shared with all staff, enabling children to have their learning needs met in a consistent manner. Home visits are arranged before children start. This helps staff to begin to build bonds with the children and their families. All staff are hugely passionate about creating an inclusive setting.
- Children are highly independent and are confident to make their own choices and lead their own learning. Children vote on which book they would like to read as a group. They demonstrate excellent resilience and understanding skills, if their choice of book is not chosen straight away. Children's behaviour is outstanding and they consistently display respect towards their friends, their toys and resources. For example, children kindly offer books to their friends to look at. After they have eaten their snack, children clear their own plates before moving on to the next activity.
- Partnerships with parents are exceptional. The manager and staff work tirelessly to involve parents. This includes daily verbal feedback, alongside regular photos and observations on the nursery app. Parents speak enthusiastically about the positive impact this has on their home lives and children's development. They comment that their children have gained huge amounts of confidence and are strong communicators.
- The manager and staff are thoroughly reflective. They are consistently working together, sharing ideas and making adaptations to meet the needs of all children. They have spent a great deal of effort developing their wonderful outdoor area. They use their in depth information about what children need to learn next to plan activities. For example, children enjoy planting and growing their own vegetables in the garden. They spend time going on nature walks and learning about the environment. Children demonstrate strong physical skills, as they shake a large parachute together, squealing with delight as they do so. They enjoy spending time outside, getting fresh air and plenty of exercise.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## Setting details

<b>Unique reference number</b>	EY240093
<b>Local authority</b>	Hounslow
<b>Inspection number</b>	10312370
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	St Richard's Church Committee
<b>Registered person unique reference number</b>	RP520834
<b>Telephone number</b>	07986784836
<b>Date of previous inspection</b>	27 April 2018

## Information about this early years setting

St Richard's Pre-School Playgroup registered in 2002. It is based in the borough of Hounslow. The pre-school is open weekdays from 9am to 3pm, during term time only. The pre-school receives funding for free early education for children aged two, three and four years old. There are 6 staff. All staff, including the manager, hold an appropriate childcare qualification, at level 3 and above.

## Information about this inspection

### Inspector

Laura Rathbone

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken this into account in their evaluation of the nursery.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact 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 talked to staff at appropriate times during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability 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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