

Inspection of Holy Cross Pre-School

Tracyes Road, Harlow CM18 6JJ

Inspection date: 10 July 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children are friendly, outgoing and confident. They have lots of fun and thoroughly enjoy their time in the pre-school. Staff always pay close attention to children and freely join in with their activities. They encourage children to take the lead in their play and learning. This helps children to use their imagination, solve problems and make decisions.

Staff ensure that children stay safe in the pre-school and learn to take well-supervised risks. This gives children confidence to try new things and to challenge themselves physically and mentally. Children are physically active. They have a lot of space to run around as they balance on planks and ride around on scooters and tricycles. Children really enjoy imaginary play. They clamber into a wooden boat together and pretend to be sailing around the world.

Staff are kind, nurturing and encouraging. This helps children to feel emotionally settled. They form strong bonds with staff and make friends with each other. Children are happy in the pre-school. Their behaviour is very good. Staff teach children to share and take turns. They teach them to respect each other and to be considerate. Staff manage children's behaviour well and have secure boundaries in place that help children to feel secure.

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

- All children make good progress in their communication and language development, including those who speak English as an additional language. Staff talk to children all the time, in English and other languages. They ensure that children's home languages are used in the pre-school to aid communication. This helps children to settle well and feel confident.
- Leaders and staff build a curriculum around children's interests and what they need to learn next. Staff know that children learn best when they enjoy what they do. They work closely with parents and other professionals involved in children's care and learning to ensure that individual children's needs are met. Staff are swift to notice if there are any gaps in children's learning and give additional support to ensure these gaps are filled.
- Children are curious. They enjoy exploring nature in the pre-school garden. They look for insects on the herbs and fruit bushes they have grown. Staff help them to look beneath leaves and talk about the texture of the different leaves they see. Children gently place insects in magnifying pots to examine them and show the inspector how they look bigger inside.
- Staff help children to develop their independence. Children change their shoes and put on wellington boots to explore the muddy parts of the garden. They independently help themselves to drinks from water dispensers in the

classrooms. They manage their self-care and wash their hands.

- Children develop their fine motor skills and their hand-to-eye coordination as they cut and stick shapes onto bunting ready for a family picnic. Children learn about letters and sounds and enjoy regular visits from a specialist teacher. They learn about mathematical concepts such as 'next to', 'behind' and 'in front' as they play with a train set. They count the trains on the track and talk to staff about the colours.
- Older children and younger children enjoy times when they can play together in the large outdoor area. Staff lead them in team games linked to their current theme. Children behave well. They are considerate to each other. However, on occasions, in a large group, the rules of the games become confused and some children miss the opportunity to take part.
- Staff manage transitions well as children prepare to go to school. They form strong links with local schools and invite teachers to come into the pre-school to talk to the children. Staff go along with children to play and story sessions at schools to support their transitions. Children learn to sit still for group sessions in the pre-school. However, staff do not always ensure that sessions, such as story time, are interactive or engaging enough to sustain children's interest.
- Parents say they are very happy with the progress their children are making. Leaders manage the pre-school well. They offer staff regular supervisions and meetings and promote their well-being. Leaders support staff with plenty of training opportunities for their professional development. They evaluate their practice and take account of the views of parents, staff, children and other professionals when making improvements to the pre-school.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- plan more precisely for large-group activities to ensure that all children stay focused on their task and have an opportunity to take part
- refine group activities, such as story time, to maintain the interest and engagement of all children.

Setting details

| | |
|--|---|
| Unique reference number | EY468257 |
| Local authority | Essex |
| Inspection number | 10351879 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register |
| Day care type | Sessional day care |
| Age range of children at time of inspection | 2 to 4 |
| Total number of places | 44 |
| Number of children on roll | 57 |
| Name of registered person | Nats Nursery Ltd |
| Registered person unique reference number | RP910937 |
| Telephone number | 01279306327 |
| Date of previous inspection | 30 October 2018 |

Information about this early years setting

Holy Cross Pre-School registered in 2013 and is situated in Harlow, Essex. There are nine members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday, during term time only. Sessions are from 8.50am until 11.50am and from 12.10pm until 3.10pm, and full-day sessions are available. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jenny Forbes

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 provider discussed the educational programme of the pre-school with the inspector on a learning walk.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The provider carried out a joint observation with the inspector.
- The inspector spoke to staff and children.
- The inspector took account of the views of parents by speaking with some of them during the inspection.
- The provider discussed the leadership and management of the pre-school 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.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2024