

# Inspection of St Martin's Pre-School CIO

Worple Road, Epsom, Surrey KT18 7AA

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Inspection date:

10 December 2024

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## **Overall effectiveness**

## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous  
inspection

Outstanding

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

### **The provision requires improvement**

Children arrive happy, respond to staff's warm smiles and put away their belongings responsibly. They readily explore the variety of interesting activities on offer, such as building train tracks, connecting carriages and moving them along the winding track. Children are keen learners. However, issues relating to children's safety are not well-managed. The provider does not ensure risk assessments are effectively followed in practice. This includes not taking all reasonable steps to ensure fire exits are free from obstruction. This compromises children's safety.

Although the provider's curriculum is varied, staff do not always effectively implement it in a way that maximises children's learning. Some staff do not consider potential learning opportunities based on each child's existing knowledge and skills. Staff are better equipped to support children with special educational needs and/or disabilities (SEND). The provider uses additional funding to enhance children's real-life experiences, such as offering dance and music classes to develop their self-expression.

Children display increasing levels of confidence and independence. This is supported well by staff who offer encouragement and praise when children try to do things for themselves, such as putting on their own coats before choosing to go in the garden. Staff generally encourage children to behave well and show good manners. However, there are times when some staff do not promote children's behaviour positively, such as when minor disputes occur. In this way, children do not consistently learn effective ways to help them to self-regulate their emotions.

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

- Leaders do not monitor the effectiveness of risk assessments. For example, they are not always aware that staff do not encourage children to tidy away their toys. These resources remain scattered across the floor for most of the day. Leaders have ensured that all staff have completed fire warden training. Despite this, leaders and staff do not check that this training is implemented. Some toys stay in front of the main fire exit for long periods of time. All staff step over these and children follow suit. This means children's safety is not assured.
- Leaders do not ensure professional development programmes are effective in enhancing staff's teaching skills. Consequently, not all children have access to meaningful interactions that consistently build on what children need to learn next. Leaders do not closely monitor how well the curriculum is delivered by staff or the impact this is having on children's ongoing development. They do not give clear feedback or coach individual staff on ways to improve their practice. This means that inconsistencies in staff's teaching remain.
- Children's language and communication skills are supported well. Most staff

competently introduce new words during children's play, to widen their vocabulary. Children grow in confidence and willingly contribute their own opinions and ideas at social times in the day, such as mealtimes. They demonstrate a real love for books, such as when they sit with their friends and freely talk about the pictures in a familiar story book. Staff provide good levels of support to those who may have gaps in their speech and language development, such as through targeted interventions. These programmes successfully promote children's speaking, listening and attention skills.

- Children develop an understanding of ways to adopt a healthy lifestyle. Staff teach children appropriate techniques to brush their teeth with a manual or electric toothbrush. Children learn words, such as 'tartar' and 'cavity'. Older children begin to use these terms in their responses to staff's questions. Children follow good hygiene routines, such as washing hands with soap before mealtimes. In addition, all children enjoy daily exercise in the fresh air, to help them stay fit.
- Children learn about the diversity of cultures represented at the setting. Parents are regularly invited into the setting to share stories with children in their home languages. Additionally, children comment positively on images of people with different skin tones, when sharing books. Staff encourage children to talk about any significant celebrations. This enables children to compare their home lives with others, which helps them to understand what makes them unique.
- Children show positive attitudes to learning. They immerse themselves in their own play, with their friends or staff. However, some staff do not always engage positively when children's unwanted behaviour or minor conflicts arise. They do not offer clear explanations about why such incidents are unacceptable. As a result, children do not learn how to play more cooperatively or consider the impact of their behaviour on others.

## 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 meet the requirements of the early years foundation stage, the provider must:**

	Due date
ensure risk assessments are effectively completed, implemented in practice and monitored closely by leaders	17/12/2024

develop systems for monitoring staff's practice to secure good quality teaching across the provision	13/01/2025
establish staff's high expectations around children's behaviour and support staff to positively help children to understand and follow the rules and boundaries.	13/01/2025

## Setting details

<b>Unique reference number</b>	EY478347
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10368263
<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>	34
<b>Number of children on roll</b>	50
<b>Name of registered person</b>	St Martin's Pre-School CIO
<b>Registered person unique reference number</b>	RP533746
<b>Telephone number</b>	0779 355 4340
<b>Date of previous inspection</b>	13 March 2019

## Information about this early years setting

St Martin's Pre-School CIO re-registered in 2014. It is situated in St Martin's School, Epsom, Surrey. The pre-school is open Monday to Friday, from 8.45am to 3.15pm, term time only. The pre-school receives funding to provide free early education for children aged two, three and four years. There are 14 staff working with the children. Of these, 11 hold appropriate childcare qualifications from level 3 to level 7.

## Information about this inspection

### Inspector

Sonia Panchal

## Inspection activities

- The manager and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 and the manager carried out a joint observation of a group activity.
- 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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