

Ofsted registered early years setting inspection report

24 to 25 March 2026

Our Lady's Preparatory School and Nursery

The Avenue
Crowthorne
RG45 6PB

The Independent Schools Inspectorate is commissioned by Ofsted to inspect registered early years settings in independent schools in England which are members of associations in membership of the Independent Schools Council. Ofsted is the regulator for early years registered settings in England.

Inspection outcomes

Safeguarding	Met
Inclusion	Expected standard
Curriculum and teaching	Expected standard
Achievement	Expected standard
Behaviour, attitudes and establishing routines	Expected standard
Children's welfare and wellbeing	Expected standard
Leadership and governance	Expected standard

The extent to which the school meets the requirements of the early years foundation stage

The school's registered provision for childcare meets the requirements of the Childcare Act 2006.

Summary of inspection findings

1. Children thrive in this nurturing and welcoming setting. They play and learn in a safe and stimulating environment that is tailored to meet their needs. They develop the knowledge they need to become confident and capable learners, providing them with a solid foundation for their future education and a life-long love of learning.
2. Leaders and staff build positive relationships with children. This helps children feel supported and valued. Children demonstrate self-confidence and are reassured in the knowledge that staff understand their needs.
3. Leaders know what children need to learn and provide effective and positive leadership for staff. They create a broad curriculum that provides children with opportunities to develop their skills and knowledge over time. Children make steady and sustained progress from their starting points. As children develop, they link what they know with new concepts, such as when they learn about chicks that are hatching in the spring.
4. Staff recognise and meet children's individual learning and care needs, including for children who have special educational needs and/or disabilities (SEND) and those with potential barriers to learning. Children's unique characters and personalities are embraced and understood by staff, who make them feel special and help them to flourish.

Safeguarding

5. Safeguarding is met.
6. The Standards for safeguarding are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed.

Inclusion

7. The grading for inclusion is at the expected standard.
8. Leaders set high expectations for the progress and achievement of all children. They ensure that the provision for children who have SEND, or those who have other barriers to their learning, is effective. Leaders ensure that all children receive a curriculum that is ambitious and appropriate in helping them achieve well and make good progress.
9. Staff swiftly identify when children may need additional support or benefit from tailored teaching strategies. They put detailed support plans in place for children, which they regularly assess and review for their effectiveness and impact on children's learning and development. Typically, this is effective in helping children make progress. However, sometimes agreed teaching strategies are not fully implemented in daily practice. This means that, at times, children do not experience consistency in the way they are supported in their learning.
10. Leaders and staff work closely with parents and other professionals to give children the right support at the right time. They make appropriate adjustments to ensure all children can access the full curriculum and the learning environment, including supplying relevant resources to help children learn. Leaders and staff use any additional funding to provide well-researched strategies so that children are supported effectively in their learning and development.

Curriculum and teaching

11. The grading for curriculum and teaching is at the expected standard.
12. Leaders and staff create a curriculum that helps children gain new knowledge and develop their skills, while providing them with a solid base from which their future learning can grow. This means that children are ready to meet the challenges of joining a new room within the setting and are well prepared when they go to school. Leaders and staff use assessment well to identify children's next steps in learning, and they effectively plan around their interests and current attainment. This helps all children make progress from their starting points, including those who have SEND, and those who face other barriers to their learning. Generally, the curriculum is taught well. However, staff interactions with children are not of a consistently high quality. At times this can limit children's purposeful engagement and their deeper learning.
13. Staff support children's personal, emotional and social skills well. Staff help children build their emotional vocabulary as they move through the setting. Young children confidently play in small

groups, responding positively to one another. Staff plan opportunities for older children to share and take turns, listen and respond to instruction and make positive choices. From an early age, children form secure friendships. When they share stories from home, they learn about one another and about different cultural festivals, so they develop an understanding of how their lives and experiences are similar and different.

14. Staff help babies and children develop a keen love of books. They encourage children to repeat words and phrases from familiar stories. Staff take children on regular trips to the school library to deepen this interest and understanding of books. Staff help babies build their language skills using simple key vocabulary and encourage young children to begin to use new words to express their needs. Staff hold meaningful conversations with older children to encourage them to create longer and more detailed sentences to eloquently express their ideas.
15. Typically, leaders support staff to sequence children's skills and knowledge well, helping children expand and consolidate their learning. For example, staff encourage babies to develop their core strength for walking, while older children competently climb and run with confidence. Although children count and recognise some shapes, mathematics is not as well planned and embedded as other areas of the curriculum. For instance, staff do not consistently introduce age-appropriate mathematical words and ideas to support children's deeper understanding of mathematical concepts in their learning and their play.

Achievement

16. The grading for achievement is at the expected standard.
17. Children show curiosity and develop self-confidence. They are motivated in their play and eagerly explore the resources and activities available. Children demonstrate perseverance, such as when they find out the best way to construct the large marble run. They work together well and negotiate with each other to successfully achieve their aim. Babies and young children try out new tasks, such as building with blocks and finding objects in the sand. Children take pride in their achievements and praise one another's efforts. Children build friendships that are respectful and considerate of one another's feelings and needs.
18. Children show high levels of skill in speaking and understanding. This equips them with the ability to ask pertinent questions to seek further knowledge. They show an increasing knowledge of the world around them when they talk about life cycles and the signs of spring. Children demonstrate positive attitudes to their health and wellbeing. They show secure physical skills when they play indoors with small construction toys and draw, which promotes dexterity. Outside they benefit from ample space to exercise and develop their strength, balance and co-ordination.
19. Due to some variability in teaching and routines, older children are interrupted at frequent intervals, leading to a break in their concentration and focus. This means some children find it hard to settle at activities for prolonged periods of time. This limits their opportunities to fully extend their learning at these times or develop high levels of concentration and focus. However, children show that they can listen and respond to new instructions, and behave well when asked to help with routine activities, such as tidying up and lining up together. Overall, children are well prepared for the next stage of their education.

Behaviour, attitudes and establishing routines

20. The grading for behaviour, attitudes and establishing routines is at the expected standard.
21. Children benefit from a well-established key person system. Leaders have appropriate arrangements in place for settling children, for effective transitions between rooms, and for sharing information with parents. Babies are settled and seek out staff, demonstrating that they feel safe, reassured and emotionally secure. Children happily follow routines and show that they feel a sense of belonging, starting when they register themselves on arrival. Leaders ensure all parents know the importance of children's regular attendance to support their learning and to develop positive routines.
22. Leaders and staff adapt the environment effectively so that all children, including those who have SEND and those who face other barriers to their learning, can access a full curriculum and maintain the high expectations of their behaviour. Staff establish warm and respectful relationships with children. Children are confident in building trusting relationships with staff and with their friends.
23. Clear expectations and routines are consistently applied by staff. Staff help children understand what is expected of them and use explicit praise to prompt children's positive behaviour. Children are polite and well-mannered, leading to a harmonious and friendly environment. Leaders and staff model respect and care and are instrumental in helping children understand how to treat one another well. The setting's value of kindness is consistently taught and is generally understood by children as they approach transition to new rooms and school.

Children's welfare and wellbeing

24. The grading for children's welfare and wellbeing is at the expected standard.
25. Leaders create a safe and welcoming place in which children are valued as individuals. Leaders ensure that practice across the nursery supports the wellbeing and health of all children, including those who have SEND. Parents share information with staff to help them settle children and understand their needs. This means that from the outset, there is a consistency to children's routines between home and the setting, which promotes children's sense of emotional security. Leaders work closely with parents before their child joins the nursery. This helps build relationships and trust and helps staff plan effectively for children's individual care needs.
26. Children have daily access to a well-planned and stimulating outdoor area to increase their physical exercise, as well as to develop their social interactions. This promotes children's wellbeing and physical health. Children develop early self-care skills, such as dressing, toileting and handwashing. Young children enjoy learning how to clean their teeth. Children are taught how to keep themselves safe, such as when they are moving around the building and using the staircase. Staff work with parents to help them understand the potential risks to children that may be associated with the use of digital technology.
27. Staff create a learning environment that typically helps children enjoy their learning and play. However, there are occasions when the pre-school room becomes overly noisy during some parts of the day. This it is not conducive to fully developing children's communication and listening skills.

28. Routines are well established and effectively support children's growing independence. Staff understand and implement safe sleep practices for babies and young children. Staff ensure children are appropriately supervised when they are eating. Staff know which children have allergies. They know the stage of weaning for individual babies and children. Staff sit with children while they eat and leaders ensure that staff implement safer eating practices whenever children are eating.

Leadership and governance

29. The grading for leadership and governance is at the expected standard.
30. Leaders had failed to notify Ofsted of a significant event. Although this breaches a requirement of their registration, this oversight has had no impact on children's safety or learning. Leaders are now fully aware of their duty to report significant events to Ofsted.
31. Leaders are ambitious for children's learning and achievement, including children who have SEND and those who face barriers to their learning. They provide a suitable curriculum that supports children's wellbeing, health and learning. They monitor how this is implemented in the setting, such as by observing teaching, scrutinising children's progress and evaluating the impact this has on children's outcomes. Leaders respond quickly to make improvements to the provision and develop the practice of staff. For example, their recent focus on school readiness has been highly successful in supporting children make a smooth and positive transition into school.
32. Leaders ensure that all staff take part in ongoing professional support. Leaders are aware of the need to develop consistency in teaching. Staff receive tailored guidance to suit their level of professional skill and knowledge. Leaders hold regular training events, to help staff gain specialist skills. For example, staff have received training to further support them in how they care for babies. Staff feel valued in their roles.
33. Partnership with parents is effective. This is fostered from the outset, and leaders provide parents with regular communication and valuable ideas to support children's learning at home. Leaders work effectively with other professionals to provide children with the curriculum and resources they need, such as for those who have SEND, and those with other barriers to learning. Leaders know how to use any additional funding to maximise their curriculum offer to help children make progress.

Recommended next steps

Leaders should:

- develop staff interactions and personalised teaching strategies, so that they are of a consistently high quality to extend children's learning, including during daily routines
- help staff sequence the curriculum for mathematics in age-appropriate ways to help children remember key mathematical concepts that build their knowledge and problem-solving skills over time
- improve routines for older children to provide sufficient time for children to become deeply involved in their play and learning and to increase their concentration and focus

- establish ways to reduce the noise levels in the pre-school room to better support children's communication skills, listening and attention.

Registered setting details

Registered setting name	Our Lady's Preparatory School and Nursery
Unique reference number	EY548420
Address	The Avenue Crowthorne Berkshire RG45 6PB
Phone number	01344 773394
Email address	headmaster@olps.co.uk
Website	www.olps.co.uk
Proprietor	Trustees of the Church of the Holy Ghost
Nominated individual:	Michael Stone
Age range of children at the time of the inspection	3 months to 4 years
Total number of places	106
Number of children on roll	112
Date of previous inspection of the registered setting	7 to 9 February 2023

Information about the setting

34. Our Lady's Nursery registered in 2017. The registered setting operates from Our Lady's Preparatory School and Nursery. The setting is open from 8 am to 6 pm, Monday to Friday, all year except Christmas and bank holidays.

Inspection details

Inspection dates

24 to 25 March 2026

35. Two inspectors visited the registered setting for two half days. This inspection took place at the same time as the inspection of Our Lady's Preparatory School.

36. Inspection activities included:

- shared observation of learning in collaboration with setting leaders
- discussions with the school leaders, managers and other members of staff
- discussions with parents
- discussions with children
- observations of children's routines, including eating, sleeping and transition times
- scrutiny of a range of policies, documentation and records provided by the setting.

37. The inspection team considered the views of staff and parents who responded to ISI's pre-inspection surveys.

How are Ofsted registered early years settings in association independent schools in England inspected?

- Ofsted is the regulator for early years registered settings England.
- ISI is commissioned by the Ofsted to inspect Ofsted registered early years settings in independent schools in England, which are members of associations in membership of the Independent Schools Council.
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Independent Schools Inspectorate

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