

# Inspection of All Saints Preschool Leatherhead

North Leatherhead Community Association, Kingston Road, Leatherhead, Surrey  
KT22 7PX

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Inspection date: 10 February 2025

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

|                                              |             |
|----------------------------------------------|-------------|
| Overall effectiveness at previous inspection | Outstanding |
|----------------------------------------------|-------------|

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

### The provision is good

Children arrive at this warm and welcoming pre-school happy and eager to start their day. The key-person approach is firmly embedded. For example, staff work hard with parents to support new children when they start. They gather in-depth information about the children and their families. Staff use this information and plan settling-in sessions that are unique to the children's needs. This helps children feel safe and settle quickly with the staff.

Staff carefully consider how to develop children's physical development. They plan ample opportunities and resources in the vast outside area. Children experience a range of activities that support their physical development. For example, they play football, jump and ride bikes in the large outside spaces. Children dig with trowels in the gardening area, scooping and transferring soil. This supports children's large- and small-muscle development.

Staff have high expectations of children's behaviour. They promote a kind and calm environment for children to explore. Children are sociable and behave well. For example, they listen to staff very well, who value children's choices as they play. This helps to promote children's self-esteem and well-being. All children demonstrate a positive attitude to their learning, including children with special educational needs and/or disabilities (SEND).

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

- Leaders are passionate about delivering high-quality care and education to the children. They have a clear understanding of the learning intentions in their curriculum, which is well sequenced to help children to remember previous learning. Overall, this helps children to consolidate and build on their prior knowledge.
- Staff plan interesting role-play areas for children to explore. For example, children pretend to buy flowers from the pretend flower shop. Staff join in with their play as they pretend to be the customers. Children thoroughly enjoy pretending to count money and counting the number of flowers they would like to buy. This helps support children's understanding of early mathematics and the world around them.
- Staff use daily routines to help children develop their independence skills. For example, they prepare their snack as they cut up various fruits. Staff teach children how to put their coats on before playing outside. Older children know to wash their hands before mealtimes and are confident using the toilets. This helps children develop confidence in their own abilities.
- Overall, leaders monitor staff's practice well. They provide staff with supportive training that reflects the priorities for the children they care for. For example,

staff training focused on supporting children with their communication and language. However, leaders have not been able to ensure that staff monitoring arrangements are rigorous enough to identify where staff need further guidance to provide children with the best possible educational experiences.

- Staff are good role models for children's behaviour. They teach children about 'kind hands' and talk about different emotions when the children arrive at nursery. This helps children to understand the rules of the setting and how to be kind to others.
- Staff demonstrate a good understanding of how children learn. They plan and implement adult-led activities that incorporate children's interests and next steps in learning. However, there are occasions when staff do not deploy themselves effectively to further children's learning. This means that staff are not able to target their teaching to support children's next steps.
- Staff work well in partnership with parents. Parents comment on how their children have quickly settled. Staff share regular information with parents about their children's development through daily discussions and an online platform. This helps parents to continue their child's learning at home.
- Leaders and staff work closely with other professionals to ensure that children with SEND receive tailored support for their individual needs. Leaders are skilful at ensuring that additional funding is targeted towards the needs of the children. For instance, they have created a calm space for children to support their emotional well-being.

## 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:**

- enhance the monitoring of staffs' practice to identify and address areas for development
- strengthen the planning and implementation of adult-led activities to target children's next steps in learning.

## Setting details

|                                                    |                                      |
|----------------------------------------------------|--------------------------------------|
| <b>Unique reference number</b>                     | EY447774                             |
| <b>Local authority</b>                             | Surrey                               |
| <b>Inspection number</b>                           | 10372565                             |
| <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>                      | 30                                   |
| <b>Number of children on roll</b>                  | 51                                   |
| <b>Name of registered person</b>                   | All Saints Preschool Leatherhead Ltd |
| <b>Registered person unique reference number</b>   | RP531663                             |
| <b>Telephone number</b>                            | 07854825937                          |
| <b>Date of previous inspection</b>                 | 25 April 2019                        |

## Information about this early years setting

All Saints Preschool Leatherhead registered in 2012. It operates from North Leatherhead Community Centre, Leatherhead, Surrey. The setting is open Monday to Thursday, from 9am to 3pm, and on Friday, from 9am to 12pm, during term time only. The setting employs 11 staff; of those, 10 hold appropriate early years qualifications up to level 5. The pre-school provides government funded early education places for children aged from two to four years.

## Information about this inspection

**Inspector**  
Kelly Lane

## Inspection activities

- Leaders and the inspector completed a learning walk together and discussed the early years curriculum.
- The inspector talked to staff, parents and children at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Leaders and the inspector carried out a joint observation of a group activity.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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