

St Gregorys Child Care Trust

Unique reference number (URN): EY267801

Address: The Catholic School of St. Gregory the Great, St. James Square, CHELTENHAM,
Gloucestershire, GL50 3QG

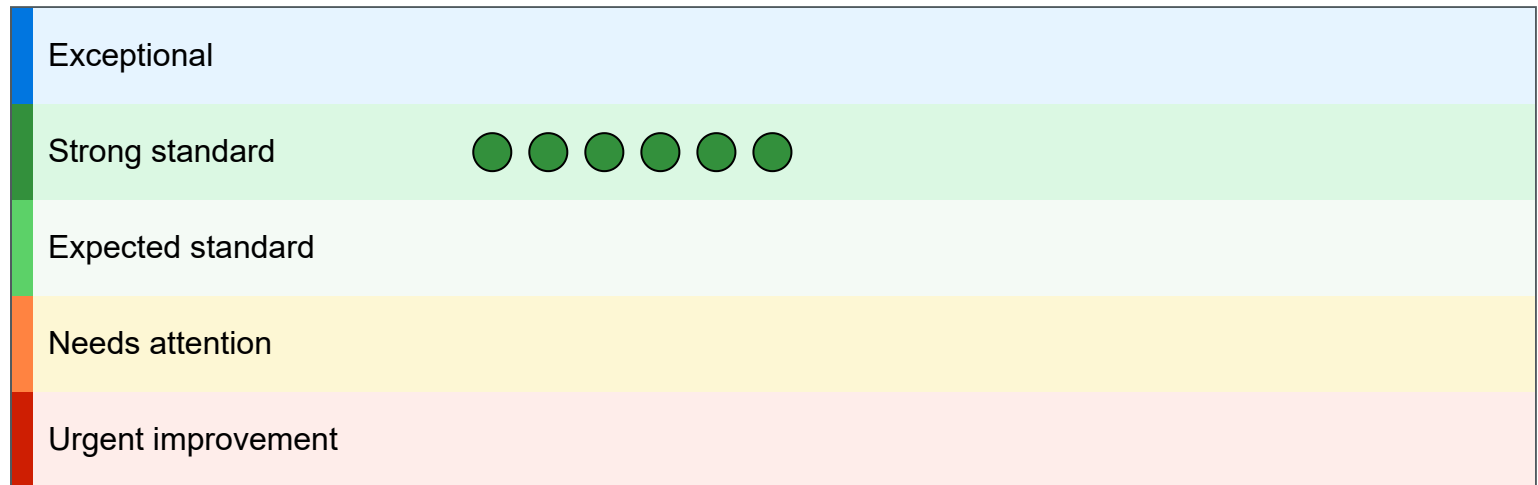
Type: Childcare on non-domestic premises

Registered with Ofsted: 24/06/2003

Registers: EYR, CCR, VCR

Registered person: St Gregory's Child Care Trust

Inspection report: 24 February 2026



Safeguarding standards met

The safeguarding standards 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. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Achievement

Strong standard 

Children make strong progress from their starting points and secure breadth and depth across all areas of learning. Communication and language develop particularly well. Children listen attentively, use newly introduced vocabulary accurately and engage in sustained conversations. They retell familiar stories with increasing detail, recall key events in sequence and link new learning to previous experiences. In mathematics, children confidently count within 10 while enthusiastically acting out number songs. They recognise numerals in meaningful contexts and apply number knowledge during practical problem-solving in play.

Children with special educational needs and/or disabilities, and those who face other barriers to learning, make good progress from their individual starting points because practitioners have a secure understanding of each child's needs and adapt support sensitively. Children develop increasing confidence to communicate their needs, join group activities independently and sustain attention for longer periods. They build secure friendships with their peers and participate confidently in all aspects of learning.

Children sustain concentration during focused activities and move with increasing control and coordination during physical play. They manage routines independently and demonstrate growing resilience. Children are well prepared for the next stage of their learning due to the breadth of experiences and opportunities they access across the curriculum.

Behaviour, attitudes and establishing routines

Strong standard 

Leaders have embedded highly effective and consistent routines across the day. Transitions are calm, purposeful and clearly understood by all children. When the bell sounds, children respond immediately, working together to tidy the environment before moving smoothly to

snack or group time. These predictable routines help children manage change confidently and remain focused during learning.

Daily routines consistently promote independence and responsibility. For example, children independently collect their coats, dress themselves for outdoor play and line up in an orderly manner, demonstrating clear understanding of expectations. They follow established hygiene routines, such as handwashing, with minimal prompting. Practitioners reinforce expectations through calm modelling and specific praise, ensuring that behaviour remains positive and respectful.

Children demonstrate thoughtful behaviour towards one another. During play and group activities, they take turns without prompting, encourage their friends and respond positively to adult guidance. Expectations are applied consistently, and adaptations, such as visual supports, ensure that children remain part of group learning while maintaining high standards of behaviour.

Leaders monitor attendance closely and follow up promptly where concerns arise. Children develop secure habits, collaborate effectively and show consistently positive attitudes within a structured and respectful environment.

Children's welfare and wellbeing

Strong standard ●

Leaders consistently prioritise children's welfare and emotional wellbeing. Secure key-person relationships are central to practice. Practitioners demonstrate detailed knowledge of each child's background and family context, enabling care to be responsive and sensitive. Children show secure attachment to adults, confidently seeking reassurance when needed and returning quickly to play. Regular wellbeing check-ins strengthen continuity of care and ensure that children feel valued and understood.

Care routines are thoughtfully structured to promote healthy habits and self-care. At snack time, children learn about nutritious food choices, practise safe food preparation and develop good table manners within a calm, social environment. Clear hygiene procedures and vigilant supervision ensure that children's physical needs are met consistently. Daily access to outdoor play supports coordination and positive attitudes towards physical activity.

Practitioners actively support children to recognise and manage their emotions. Adults model calm responses and use visual prompts or quiet spaces when needed, helping children to regulate while maintaining inclusion and dignity. Adaptations for children with special educational needs and/or disabilities are embedded sensitively, ensuring inclusive participation. Children develop resilience, emotional security and strong foundations for their ongoing wellbeing.

Curriculum and teaching

Strong standard ●

Leaders have an ambitious and coherently sequenced curriculum that sets out clearly what children should know and be able to do across all areas of learning. Leaders work closely with the school to secure continuity of learning and smooth transition into Reception. They have an accurate understanding of the quality of teaching and review practice regularly, refining provision where needed. For example, they have strengthened the quality of adult

interactions and adapted the environment to promote deeper engagement and sustained concentration.

Teaching is purposeful and responsive. Practitioners recognise that routines and planned experiences are valuable learning opportunities. Mathematical understanding is developed through carefully planned activities, such as counting forwards and backwards during singing sessions, measuring and comparing quantities during play dough activities and using mathematical language within child-initiated play. Communication and language are prioritised. Practitioners model precise vocabulary, revisit new words and use thoughtful questioning to extend children's thinking. Stories are brought to life in ways that develop recall, sequencing and comprehension, with children confidently joining in repeated refrains and linking ideas. Physical, personal, social and emotional development underpin the curriculum, with carefully planned outdoor provision and structured routines building coordination, resilience and self-regulation.

Practitioners use ongoing assessment confidently to check what children know and can do. They identify gaps swiftly and adapt teaching accordingly. Adjustments for children with special educational needs and/or disabilities are embedded seamlessly, ensuring that every child accesses an equally ambitious curriculum.

Inclusion

Strong standard ●

Leaders have created a culture where inclusion is embedded in daily practice. Children's needs are identified swiftly through close key-person knowledge, clear assessment systems and regular review meetings led by the special educational needs coordinator. Emerging concerns are acted on without delay. Staff implement a well-understood graduated approach, adapting teaching and routines through visual prompts, structured transitions, sensory informed environmental adjustments and targeted small-group support. These adaptations enable children with special educational needs and/or disabilities to regulate, communicate and learn confidently alongside their peers.

Leaders work proactively with families and external professionals, including early years inclusion advisers and speech and language specialists. Advice is implemented promptly and reviewed carefully for impact. Progress for children receiving additional support is monitored rigorously and provision is refined systematically to secure sustained improvement in engagement and learning.

Early years pupil premium funding is allocated thoughtfully to reduce barriers linked to emotional resilience, language development and attendance. Leaders track the measurable difference this makes to children's confidence, participation and readiness for school. Leaders maintain oversight of all children to ensure that support is timely, coordinated and consistent. Children experience meaningful, sustained inclusion and access the full breadth of the curriculum.

Leadership and governance

Strong standard ●

Leaders demonstrate a detailed and perceptive understanding of the setting's strengths and priorities. Stability in leadership has enabled them to sustain high expectations and refine practice continually. Systems for supervision, attendance and daily oversight are robust and

securely embedded. Leaders maintain a live action plan that drives ongoing improvement, ensuring that children's best interests remain at the centre of decision-making.

Governance is secure and strategic. Leaders provide effective challenge and support to ensure that resources are deployed thoughtfully and that decisions benefit all children, particularly those who are disadvantaged and those with special educational needs and/or disabilities. Funding is allocated carefully and reviewed for impact on children's engagement, confidence and development.

Professional development is precisely aligned to improvement priorities, including strengthening adult interactions and inclusive practice. Peer observations, reflective supervision and targeted training translate into consistent improvements in daily teaching. Leaders consider staff's workload carefully and foster a culture where reflection and feedback are routine. Parents speak highly of the provision, describing leaders as 'trustworthy' and expressing confidence in the care, communication and high standards maintained across the setting. Leadership is cohesive, reflective and firmly focused on securing high-quality experiences for every child.

Compulsory Childcare Register requirements

This setting has met the requirements of the compulsory part of the Childcare Register.

How we check if a provider meets the requirements of the Compulsory Childcare Register

When we check if settings meet the Compulsory Childcare Register requirements, they can have the following outcomes:

- Met
 - Not met
-

✔ Voluntary Childcare Register requirements

This setting has met the requirements of the voluntary part of Childcare Register.

How we check if a provider meets the requirements of the Voluntary Childcare Register

When we check if settings meet the Voluntary Childcare Register requirements, they can have the following outcomes:

- Met
 - Not met
-

What it's like to be a child at this setting

Children arrive confidently and move straight into purposeful play across the nursery and pre-school rooms. The atmosphere throughout the setting is calm, positive and highly engaging. Well-established routines shape the day and are securely embedded. When the bell sounds, children stop immediately, tidy together and gather for story time, sitting focused and fully absorbed as familiar stories are brought to life. This consistent response shows how clearly expectations are understood, enabling children to feel settled, valued and ready to learn.

Children take ownership of daily routines, and learning is seamlessly woven into these moments. At snack time, they independently locate their personalised name cards, recognise their names and clap out syllables, reflecting the strong priority given to communication and language. They count how many friends are seated before selecting the correct numeral and confidently explain whether there are 'more' or 'fewer' children at each table. Children pour their own drinks, prepare fruit safely and clear away independently. Outdoors, they construct collaboratively with large blocks to create enclosures and obstacle courses, ride bikes with control and determination and negotiate turns on the climbing frame, telling one another, 'You can go first,' demonstrating kindness, cooperation and respect. Independence, responsibility and positive social skills are fostered throughout the day.

Learning is stimulating and thoughtfully sequenced. During weekly music sessions, children explore the harp with fascination, confidently linking it to the guitar studied previously and explaining how both instruments make sound through vibrating strings. They recall prior learning and apply new vocabulary such as 'strings' and 'pluck' accurately. Adults extend language, ask purposeful questions and encourage children to explain their thinking, strengthening understanding across areas of learning. Engagement is sustained and purposeful across every part of the provision.

Children with special educational needs and/or disabilities learn alongside their peers in every aspect of the day. Visual cue cards, signing and sand timers support smooth transitions and turn-taking. Calm spaces are used thoughtfully when children need time to regulate before re-joining group activities. Children develop confidence, resilience and the skills needed for the next stage of their learning.

Next steps

- Leaders and those responsible for governance should sustain their work to ensure continued improvement and high standards. They should focus on creating a transformational impact on the outcomes and experiences of learners, including those with special educational needs and/or disabilities and children who may face other barriers to their learning and/or wellbeing.
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About this inspection

The inspector spoke with leaders, practitioners, the special educational needs coordinator, children and parents during the inspection.

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.

Inspector:

Megan Hooper

About this setting

Unique reference number (URN): EY267801

Address:

The Catholic School of St. Gregory the Great
St. James Square
CHELTENHAM
Gloucestershire
GL50 3QG

Type: Childcare on non-domestic premises

Registration date: 24/06/2003

Registered person: St Gregory's Child Care Trust

Register(s): EYR, CCR, VCR

Operating hours: Monday, Tuesday, Wednesday, Thursday, Friday : 08:00 - 18:00

Local authority: Gloucestershire

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 24 February 2026

Children numbers

Age range of children at the time of inspection

2 to 4

Total number of places

50

Our grades explained

Exceptional ●

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard ●

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard ●

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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