

Four Seasons Nursery & Pre-School CIC

Unique reference number (URN): 2753289

Address: Grounds of Roebuck Academy, St Margarets, Stevenage, Hertfordshire, SG2 8RF

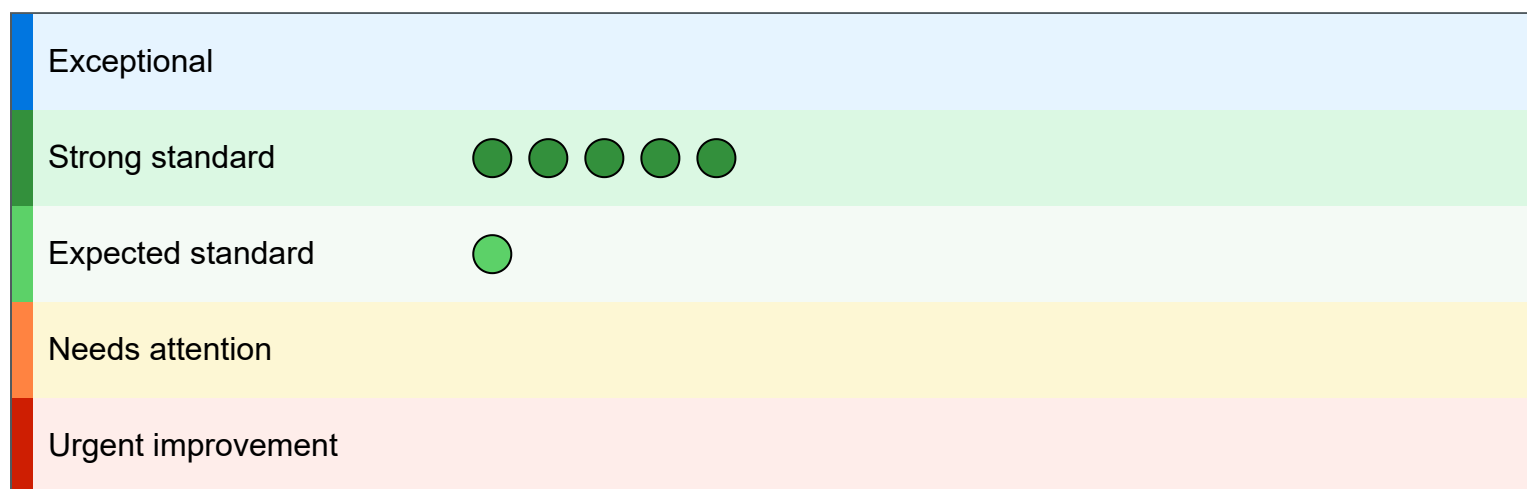
Type: Childcare on non-domestic premises

Registered with Ofsted: 13/10/2023

Registers: EYR

Registered person: Four Seasons Nursery & Pre-School CIC

Inspection report: 23 March 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 ●

All children, regardless of their starting points, are very well equipped with the skills and knowledge required for their next stage of learning. They follow routines well and understand that listening to others, sitting for meals and taking turns are essential for when they start nursery and school.

Children are enthusiastic in play, eager to join in all aspects of their nursery life and display a positive attitude to their learning. They embrace challenge and demonstrate pride in their achievements, such as handling the delicate and noisy chicks that have just hatched.

Children are highly confident to engage in discussions with adults and their peers. They look forward to group sessions where they can share their experiences of the weekend with their friends and staff. Children with special educational needs and/or disabilities, express their needs and opinions with equal enthusiasm using props, visual prompts and simple sign language. This builds their confidence in their ability to communicate effectively and have their needs met.

Behaviour, attitudes and establishing routines

Strong standard ●

Leaders and staff have high expectations for children's behaviour. They implement and adapt highly effective strategies that support all children, including those with special educational needs and/or disabilities, to recognise boundaries and adhere to them. All staff adopt a therapeutic approach to promoting behaviour where they focus on showcasing positive behaviours within the group. These strategies are shared with families and promote a highly effective, collaborative approach that embeds positive behaviours amongst all children.

Daily group discussions and humorous role modelling from staff at the start of the day, means that children focus on taking turns, being kind and using their 'indoor and outdoor feet'. Further sessions at the end of the day recognise when children have followed expectations, rewarding them with praise and roles of responsibility.

Leaders share their commitment to full attendance and punctuality through daily discussions and by adopting a flexible approach aimed at meeting the extensive needs of families. As a result, children all arrive promptly for sessions and rush to greet staff who have a deep understanding and appreciation for their early experiences. These nurturing relationships continue throughout the day. Children find comfort in their key person when they want some quiet time, and delight at joining in activities with them.

Children's welfare and wellbeing

Strong standard ●

Leaders and staff work tirelessly to create an environment that provides a safe space for all children to flourish. Leaders understand the positive impact building confidence and emotional fluency will have on children's future development and learning, in particular

children with special educational needs and/or disabilities (SEND), and those known or previously known to children's social care. At the start of the day children are reminded that staff are safe adults who care for them and will listen to any worries they may have. Children understand this and regularly approach their key person for affection and emotional and practical support.

Staff embrace mealtimes as a social occasion as well as an opportunity to promote children's learning of healthy eating. Staff eat meals alongside children to keep a watchful eye, ensure children's safety and role model excellent manners. In addition to the packed lunches they bring, children help themselves to a variety of fruits to supplement their meals. They chop these fruits up safely and collect the seeds to plant in their garden. Staff make careful adaptations such as using specialist equipment and visual prompts to ensure children with SEND participate fully in this highly sociable routine alongside their friends.

Inclusion

Strong standard ●

Children with special educational needs and/or disabilities (SEND), those known or previously known to children's social care, and those who may face other barriers to learning make sustained progress because staff continually assess their needs and consider this well in the care and teaching they provide. Leaders consider these evolving needs when accessing training programmes and planning in-house sessions for staff. For example, new behaviour management strategies staff have implemented following extensive training is having a positive impact on the learning environment.

Additional funding is used exceptionally well to promote the specific needs of children that it is intended for. Leaders closely monitor the effectiveness of any funding to ensure all children have access to rich learning experiences that allow them to develop alongside their peers.

Parent partnerships are professional, empathetic and place children's needs and wellbeing as a priority. Leaders and staff are passionate about providing families with new skills and a deeper understanding around subjects such as managing behaviour, healthy eating and safe and appropriate use of technology.

Children with SEND, and those known or previously known to children's social care, receive consistent nurturing support. Leaders and staff work alongside other professionals to champion children's current and future needs. For example, they work as a team with parents to access the best possible school environment that will fully meet children's specific emotional and learning needs.

Leadership and governance

Strong standard ●

Leaders work diligently to create a respectful and vibrant environment that motivates staff. They conduct highly effective supervisions with staff to identify training needs and promote strong practice. Staff take ownership for their development and are proud to support that of their colleagues. They create quizzes and competitions, sharing their expertise, skills and knowledge in ways that engage and support the entire team. Leaders have strong oversight of the settings strengths and are swift to take decisive action when they identify areas for

improvement. For example, leaders have enhanced previous mentoring strategies for staff to identify strengths in one another's practice and incorporate them into their own teaching.

Leaders consider staff wellbeing, ensuring routines and tasks keep staff motivated and not overburdened. For example, leaders ensure each child is supported by two key persons. This considers staff absence and ensures that children are always supported by knowledgeable and enthusiastic staff who share a deep commitment for their learning.

The entire team of leaders and staff are dedicated to promoting the development of children with special educational needs and/or disabilities, and those known or previously known to children's social care. They understand how developing mutually respectful and supportive relationships with families and other professionals will result in better outcomes for children.

Expected standard

Curriculum and teaching

Expected standard

Leaders and staff design a curriculum that provides children with the skills required for their next stage of learning. Weekly structured sports sessions develop children's coordination and physical skills, alongside teaching them the importance of taking turns, perseverance and working in teams.

Staff monitor their teaching by planning activities that encourage children to recall previous learning. Children have recently learnt about the life cycle of chicks by hatching their own. Staff encourage them to re-enact their learning in a role play activity where they recall key words and proudly identify the lighter chicks as girls and the darker ones as boys. On rare occasions, during busy group activities, staff do not adapt their teaching sufficiently to meet the varied abilities of children present.

Children with special educational needs and/or disabilities enjoy the same rich learning experiences as their peers. Staff adapt circle time using props and songs to engage all children and support them to collaborate and feel secure in larger groups.

Staff create a language rich environment for children to explore. Children join in familiar songs as prompts for routines throughout the day. All staff role model language, and children delight at joining in conversations with staff during play and focused group sessions.

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

Children develop a deep sense of belonging in this harmonious and caring learning environment. Children play cooperatively in the many exciting activities that staff organise around their evolving needs and interests. For example, children support their friends and take turns when completing obstacle courses that they create in the garden.

Children's individual needs are well met by attentive and nurturing staff. Children with special educational needs and/or disabilities engage deeply in all learning opportunities. Staff carefully adapt activities and routines to ensure they are accessible and provide all children with rich experiences. For example, staff routinely use visual aids and prompts to support behaviour and promote communication amongst children.

All children seamlessly follow routines that mirror those that they will experience in their next stage of learning. On arrival, children hang their coats and bags up before settling to play. They enjoy mealtimes alongside staff where they display good manners and appropriate behaviours.

Parent partnerships play an integral role in the ethos of the pre-school. Parents engage incredibly well in their children's learning. A truly collaborative approach to children's learning exists even when children are on holiday. Families share their experiences of other countries via videos and photographs for children to observe during group discussions. Staff skilfully link this to children's learning by exploring the countries and traditions of where their friends are on holiday.

Children look forward to attending their pre-school, and parents value the high-quality care they receive. Leaders fully promote attendance by providing flexibility in sessions, allowing all children to access their full entitlement. They develop incredibly close and respectful partnerships with families through daily discussions and robust collaborations alongside other professionals. This enables leaders and staff to provide immense support for all families, reducing any barriers that may exist for children's learning.

Next steps

- Leaders should ensure that staff adapt their teaching consistently to meet the varied abilities of all children.

About this inspection

The inspector spoke with leaders, staff 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:

Antonia Campbell

About this setting

Unique reference number (URN): 2753289

Address:

Grounds of Roebuck Academy
St Margarets
Stevenage
Hertfordshire
SG2 8RF

Type: Childcare on non-domestic premises

Registration date: 13/10/2023

Registered person: Four Seasons Nursery & Pre-School CIC

Register(s): EYR

Operating hours: Monday, Tuesday, Wednesday, Thursday, Friday : 09:00 - 15:00

Local authority: Hertfordshire

Facts and figures used on inspection

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

 This data is from 23 March 2026

Children numbers

Age range of children at the time of inspection

1 to 4

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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