

# Goring & Cleeve Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	133694
<b>Inspection date</b>	24/11/2009
<b>Inspector</b>	Christopher Moxley
<b>Setting address</b>	Goring Primary School, Wallingford Road, Goring On Thames, Reading, Berkshire, RG8 0BG
<b>Telephone number</b>	01491 875036
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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## **Description of the setting**

Goring and Cleeve Pre-School operates from a single storey building in the grounds of Goring Primary School. It was first registered on the Early Years Register in 1993. The pre-school has access to school facilities. There is an enclosed area for outdoor play used solely by the provision and groups go on a regular weekly visit to a wildlife area. The pre-school draws children from the village of Goring and the surrounding villages. It provides places for 24 children at any one time, and accepts children from two to five years. There are currently 53 children on roll altogether. The pre-school is in receipt of funding for 19 three-year-olds and 19 four-year-olds, and supports children with special educational needs and/or disabilities. The pre-school is open Monday morning 9.00am to 11.00am, Tuesday to Friday mornings 9.00am to 11.35am, and Monday to Thursday afternoons 12.45pm to 3.20pm term time only. The Tuesday and Thursday afternoon sessions consist of children who are four-plus. Eight members of staff work with the children. Six staff hold childcare qualifications at NVQ Level 3 or above, and one at Level 2. All staff have relevant experience. The setting receives support from the Early Years Childcare and Education Partnership.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children achieve extremely well because of the outstanding provision, which includes a superb Forest School. They feel safe and all safeguarding measures are fully in place. Children behave beautifully and thoroughly enjoy the pre-school. Outstanding leaders and a dedicated committee of parents work together effectively to get the very best for children. All staff are committed and show an excellent capacity to maintaining continuous improvement.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- improve the use of assessment, involving parents and carers, to enable planning to be more specifically targeted and to enable children to make the maximum progress.

## **The effectiveness of leadership and management of the early years provision**

Leaders have evaluated their provision clearly and accurately. Safeguarding procedures are robust, including the recruitment of trustworthy staff. Staff at all levels are involved in driving improvement. Staff and resources are deployed very well. Staff training is very well organised; all are qualified in paediatric first aid, and several are trained to assist children with special educational needs and/or

disabilities. Children's well-being is significantly enhanced by exceptionally good organisation, with risks being very well assessed and plans made carefully for continuous improvement. All staff contribute to this, as do parents and children.

There are effective partnerships with other agencies, including the school, another local nursery and advisers for special educational needs. Adults promote children's acceptance of equality and diversity by ensuring that those who have special educational needs, for example language difficulties, are fully included in all activities. In doing so, they model very well to children how to include others who are different from themselves. Liaison with parents is good concerning their children's needs and preferences; however, parents are insufficiently involved in contributing to the assessment of their children's progress. The Forest School is extremely well planned and organised. All the recommendations made in the last report have been implemented in full.

## **The quality and standards of the early years provision and outcomes for children**

Children enjoy the pre-school enormously and take full advantage of the splendid range of equipment and resources. They concentrate well and play cooperatively; they take turns and share well. They develop their language well through play, singing and structured discussions with adults. They are articulate and enjoy listening to stories, participating very well in actions and chorusing their responses. They benefit from being able to choose their activities for much of the time, but also from being directed by adults when it is appropriate.

Many are rightly inquisitive; several interviewed the inspector about his role. They develop independence in using the toilet and getting their own coats on to go outside because staff are caring but firm in ensuring this. They make good progress in literacy, numeracy and using computers because adults encourage these in a wide range of contexts.

Children behave extremely well. They are courteous and considerate to each other and respectful of adults. During the inspection, although they rushed around the gym excitedly when they first entered it, they responded immediately to an adult's call for silence and attention. They listen very well both indoors and outside, and move in an orderly and sensible manner between activities.

Children eat sociably at lunch and snack times. Those having lunch bring healthy food and all children show a good knowledge of what makes a healthy meal. They love taking exercise regularly and frequently, a habit which is well promoted by excellent equipment and the staff's enthusiasm. There are superb opportunities in the excellent Forest School to develop self-reliance, risk taking and countryside skills. This affords children an impressive range of opportunities to play, develop their creativity and increase their skills, for example by using tools safely. They discover a lot about the natural world.

Children learn and develop extremely well because staff use their considerable expertise and are enthusiastic, caring and vigilant. Children were seen practising

for the nativity play with commendable concentration; they loved the dance routine in it. They benefit from many trips, such as to local nature reserves and outdoor play areas, and from having visitors, for example a dentist who came to talk to them.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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