

The Mrs. Williams Pre-School

Pre School Playgroup, Pinchcut, Burghfield Common, READING, RG7 3HP

Inspection date

08/03/2013

Previous inspection date

04/05/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- All children make good progress in their learning and development from their starting points and enjoy attending the pre-school.
- Children behave well and staff show good concern for their safety, welfare and well-being.
- The supervisor drives improvement well. She and her staff evaluate the provision regularly to identify ways to improve the pre-school further.
- The pre-school is well resourced with particularly rich opportunities to develop children's understanding of the world around them.

It is not yet outstanding because

- The use of open questioning to challenge children's learning is not always consistent amongst all staff.
- There are fewer resources to enable children to learn about shapes and numbers independently.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children present playing indoors and when engaged in different activities.
- The inspector talked to the supervisor and members of staff about policies and procedures, and about planning and the assessment of children's progress.
- The inspector looked sampled records of children's progress and development.
- The inspector spoke to some parents who were available on the day.
- The inspector talked to children while they were engaged in a range of activities.

Inspector

Gill Walley

Full Report

Information about the setting

Mrs Williams' Pre-school opened in 1963 and moved to its present site in 1972. It is housed in a pre-fabricated building within its own grounds, in the village of Burghfield Common, Berkshire. The pre-school is open to families from all sections of the community with most children coming from the village itself and surrounding areas. The premises consist of a playroom, a kitchen area, entrance hall, children's cloakroom and a secure outside play area. The pre-school is registered on the Early Years Register and the compulsory part of the Childcare Register. Currently there are 55 children on roll. The setting is able to support children with special educational needs and/or disabilities and children who speak English as an additional language. The pre-school is open between 9.05am to 11.35am and 12.25pm to 2.55pm every weekday during term times. Children can attend morning and afternoon sessions. A lunch club from 11.35am to 12.25pm is offered in between the sessions. An annually elected committee is responsible for running the pre-school and they employ a supervisor and five other staff members to work with the children. Five staff members hold childcare qualifications.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- provide a wider variety of resources that will allow children to develop their independent problem solving and counting skills and see numbers in the environment
- extend the use of open ended questions so all staff use these consistently to promote children's learning.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children develop a wide range of skills because the pre-school provides exciting activities for them in the playroom and in the outdoor play area. All children make good progress from their starting points. Resources are appropriate for their age range, of good quality and easy to reach so that children can choose what they want to play with. Staff encourage children to use the garden regularly so they develop their physical skills well. They learn a great deal about the world around them by growing vegetables and flowers from seeds. They learn how to care for the chickens that they have watched hatching, as well as tropical fish and a hamster. They observe caterpillars changing into butterflies and

can explain their life cycles. Children develop an interest in books because staff often read them stories and provide them with good resources so that children can retell the stories themselves. They look for opportunities to reinforce what children may already know, for example by talking about the colours, numbers and days of the week that occur in stories. Children develop their early writing skills well by making marks in sand and "painting" with water on the ground. The environment is rich in print including labels on toy boxes, so that the children begin to recognise words, and there are many opportunities to learn how to recognise and to write their names. Adults talk to the children about their learning and encourage them to try new experiences. However, open-ended questions to challenge children and help them think for themselves are not always consistently used by all staff. The children learn the sounds that letters make and apply this understanding well, for example by thinking of words beginning with a particular letter sound. They focus on one letter, one number, one shape and one colour each week. The children develop their understanding of number through counting games and rhymes and by talking about shapes and patterns. They choose some resources independently, to promote their understanding of mathematics. For example, they enjoy a matching game on the computer or completing a jigsaw puzzle. However, there is not an extensive range of toys for them to choose independently to reinforce this mathematical understanding, and opportunities to see written numbers are few.

There are many opportunities to explore different textures, and also how materials such as soil and sand can change when water is added. Children also learn about the effects of the wind, for example by playing outdoors with bubbles. They develop their imagination well when they are playing in the role-play house, and children concentrate on the same activity for a considerable time. The children learn a variety of creative skills through painting, printing, collage and painting life sized pictures of themselves. While they are working, adults talk to them to reinforce their learning, for example by talking to them about colours and the range of materials they can choose. This increases their vocabulary as well as developing their speaking and listening skills.

Children who have special educational needs make progress in line with the others. The supervisor and her staff have good procedures for seeking the right support for them from external agencies such as speech therapists. They know each child as an individual. They understand how to move them on in their learning by planning activities that incorporate the next steps in their development. They also understand each child's particular interests so that they can provide learning experiences that will motivate them. They carry out specific assessments, such as the two-year progress check, so that any need for additional support for a child is acted upon promptly. This enables the children to acquire the right skills and attitudes for the next stage in their learning. The staff observe and note the progress children make in each area of their learning. They are developing a new tracking system to help them to compare the progress of different groups of children so that all progress as well as possible in each area of learning.

Children's key persons use 'Learning Journals' to record their achievements and the next steps for their future learning. These records are always available to parents and can be taken home so that parents are fully involved in their children's development. These also help parents to support their children's learning at home if they so wish. Parents value being able to share their child's achievements and experiences with staff, who are always

available to talk to parents and offer reassurance.

The contribution of the early years provision to the well-being of children

The children form trusting relationships with the adults who look after them because the staff know them well. The atmosphere is welcoming and there are good routines, for example, at snack and meal times, so that children always know what to expect. Although children have their own key person, all adults know and care for all of the children, so they are emotionally secure. Parents find this particularly reassuring. The children play very well together, sharing toys and taking turns. Their behaviour is good, and the adults are good role models. They have high expectations of the children and praise them for their achievements so that they develop their confidence and self-esteem. Staff use positive language to help children understand how to make the right choices. Children have devised some rules to help them remember how to conduct themselves and these are displayed for them to refer to. There is mutual respect between adults and children, and parents appreciate how well their children develop their social skills. Staff reward the children with stickers, for example when they have shown particularly good sharing or co-operation. The staff model speech well so that the children increase their vocabulary. Children are confident to talk to visitors about their learning and the activities they enjoy most.

The staff plan activities and provide resources that develop the children's early understanding of different cultures and celebrations, for example at Chinese New Year or on Mothers' Day. Children are extremely well supported when they first start attending so that they settle in well. The supervisor asks parents for detailed information about their children's routines and interests. This helps staff to plan activities they will enjoy. The supervisor encourages families to settle their children in the best way for them, and she is concerned to reassure parents. For example, if a child is reluctant to be left at pre-school and appears distressed the supervisor contacts the parents later in the day. This assures them that their child has settled happily and is enjoying the session. Children know that they need to wear aprons when they are painting and to wash their hands after messy tasks or times when they have touched animals or plants.

Children learn about their own safety through reinforcement from staff. They practise evacuating the building regularly so that they understand what to do in an emergency. Children learn to manage their personal care well through good support from staff. They know how to wash and dry their hands thoroughly and when they need to do so. Toilets are clean and checked regularly by staff. Children enjoy plenty of exercise in the outdoor area and have a wide range of toys as well as opportunities to climb, balance and develop their throwing and catching skills. Meal times are calm and very sociable occasions. Children are encouraged to make healthy food choices and they learn good table manners. At snack times, they enjoy a wide range of fruits and vegetables, with water or milk to drink. They develop their sense of responsibility well, for example by pouring drinks or passing plates to one another at snack times. Staff are vigilant in cleaning tables before and after the children eat.

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

The supervisor and her staff evaluate the provision regularly because she is ambitious and keen to make further improvements. They have developed the educational programme to include opportunities for children to develop their skills in all areas of learning. They are a very experienced team and work closely together. All staff, as well as parents, can access information about the pre-school's policies and procedures easily. Staff are appraised regularly and undertake training frequently so that they develop further skills. They are particularly skilled in knowing how best to support children with a range of special educational needs. This ensures that every child can take part in the same activities and make as much progress as the other children. Staff have met the recommendations of the last report well, showing determination to drive improvement.

The planned curriculum provides many activities to enthuse children and encourage them to develop new skills. Activities often follow a theme such as 'Growing' or 'The Circus', and the staff arrange for visits to broaden children's experiences, for example from the local fire station, or to a farm.

The staff are vigilant about children's safety and security so that the children feel safe and gain confidence. They have appropriate safeguarding policies in place and staff update their training regularly. They are particularly concerned that the premises are safe and accidents are avoided. They make daily checks and keep floors, toilet areas and surfaces clean throughout the day. All staff understand how to keep the children safe in a range of situations. For example, required adult to child ratios are maintained well, staff supervise children closely and know how to deal with emergencies. There are good procedures for times when children have accidents or need medication, and when new staff are appointed. Parents are kept well informed of any accidents or incidents.

Staff work very well with parents. They feel that their children are always safe and cared for well. They feel that they are well-informed about how their children are progressing. They appreciate being able to talk to any member of staff at any time about any query they may have. They also appreciate receiving written reports about their children's progress at regular intervals. They feel that their children make good progress, especially in their social skills, speech and self-confidence. They have confidence in the staff to care for their children well and to provide inspiring activities for them.

Staff seek and listens to parents' views and responds to their suggestions. Parents can find out more about their child's development and the way the staff work with the children through discussion with key persons. Parents and other family members are welcomed in to spend time with the children, to show them special things or talk to them about particular skills. The staff organise social and fundraising events that involve families well. Staff prepare children well for the next stage in their education, so that they make the move very smoothly and settle easily. The supervisor has made good links with local primary schools so that she can pass on useful information about the children. This helps to ensure that the children settle easily and feel confident about their new surroundings.

School staff remark on how easily the children adjust to new routines and expectations because they have learnt to become independent.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

| Grade | Judgement | Description |
|---------|--------------|---|
| Grade 1 | Outstanding | Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning. |
| Grade 2 | Good | Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning. |
| Grade 3 | Satisfactory | Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good. |
| Grade 4 | Inadequate | Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection. |
| Met | | The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration. |
| Not met | | The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration. |

Inspection

This inspection was carried out by Ofsted 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.

Setting details

| | |
|------------------------------------|-----------------------------|
| Unique reference number | 507886 |
| Local authority | West Berkshire (Newbury) |
| Inspection number | 903145 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 2 - 5 |
| Total number of places | 26 |
| Number of children on roll | 55 |
| Name of provider | The Mrs Williams Pre-School |
| Date of previous inspection | 04/05/2011 |
| Telephone number | 01189 833412 |

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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