

Caversham Heights Pre-School

Methodist Church Hall, Highmoor Road, Caversham, Reading, Berkshire, RG4 7BG

Inspection date

21/11/2013

Previous inspection date

03/02/2011

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

1

How well the early years provision meets the needs of the range of children who attend 1

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 1

The quality and standards of the early years provision

This provision is outstanding

- The pre-school offers a very welcoming, inclusive and highly stimulating environment for children to learn through their play.
- Staff are enthusiastic and demonstrate an extremely good understanding of how children learn. Their interactive skills promote children to be engaged in what they do. Consequently, children are active learners and eager to take part in activities.
- There are rich and varied opportunities for children to learn in all seven areas of learning. Staff have an exceptional understanding of children's starting points and make highly effective assessment of children's progress. As a result, children are making very good progress overall.
- Children behave exceptionally well and show respect for staff and one another.
- There are timely interventions for those needing additional support and therefore all children are capable of reaching their individual potential.
- Well-established partnerships with other professionals and with feeder schools enrich children's development further.
- The pre-school is extremely well led and managed and staff morale is very high. Staff fully understand their responsibilities for children's safety and welfare. Procedures for the recruitment of staff and committee are strong.
- Parents are extremely positive about the care their children receive.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children in their play and in their interactions with the staff who care for them.
- The inspector spoke with staff, the chair of the committee, children and their parents.
- The inspector took part in a joint observation with the manager.
- The inspector sampled the pre-school's documentation and children's development records.
- The inspector read and took into account the pre-school's self-evaluation document.

Inspector

Aileen Finan

Full report

Information about the setting

Caversham Heights Pre-School has been registered since 1963 and is a committee run group. They operate from the Methodist Church Hall in Caversham, near Reading and serve the local area. Children have access to a secure outside play area. The pre-school operates term time only, offering a variety of sessions. Sessions operate from 9am to 11.30am on a Monday; 9.15am to 11.45am on a Tuesday and Thursday, with afternoon sessions on these days for older children running from 12.20pm until 2.50pm. The pre-school is also open from 9.15am to 1.15pm on a Wednesday and from 9.15am to 12.15pm on a Friday. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school is in receipt of funding for the provision of free early education to children aged two, three and four years. The pre-school supports children with special educational needs and/or disabilities, and children who speak English as an additional language. There are eight members of staff working with the children. All but one of these hold appropriate childcare qualifications including the deputy manager who has achieved early years professional status. The pre-school also employs a lunchtime cover staff member and a permanent supply staff member with a childcare qualification. The pre-school receives support from the local authority.

What the setting needs to do to improve further

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

- build on the various successful strategies to engage parents in how they share more observations about what their children do at home.

Inspection judgements

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

Staff use their expert knowledge and understanding of the learning and development requirements and the seven areas of learning to broaden how children learn. They provide rich, varied and imaginative experiences for children. For example, the role-play areas make a significant impact on children's engagement. Children explore and discover real-life experiences of the hospital environment. They access a variety of bandages and resources, and lie on the floor being cared for by others treating them for injuries and illness. Some children have bandages wrapped around their head, and others wear a stethoscope and doctor's coat. They fully participate in their roles of patient or doctor. The area displays signs that could be seen in a hospital including x-ray pictures, trays of tubes, scissors, and other first aid equipment. Books around the area depict a connection to further promote children's awareness and extend learning further. Staff engage to inspire children to be even more curious asking 'What is wrong with this baby?' Children are eager to offer ideas, with one child taking another child's temperature and suggesting that

'he is ill'.

The pre-school achieves very high standards for children's learning because staff have an exceptional understanding of children's interests and starting points. Extensive observational assessment is linked to the seven areas of learning. Staff accurately plan for children's next steps and therefore provide further challenging experiences for children to motivate their development and learning. Children's speech, communication and understanding of language are given a high priority. Children thoroughly enjoy a game that promotes their understanding of sounds and phonics. They listen for the sound, identify it and choose the corresponding picture to put into their house as they play their game. Staff monitor children's language through a locally identified scheme and exceptional support is given to children speaking English as an additional language. Outstanding provision is made for staff to liaise with other professionals when children are identified as needing additional intervention and this is set in place promptly. Consequently, all children are making very good progress in their language development in relation to their starting points. They are extremely ready for the next stage in their learning.

The focus of the pre-school practice is for children to lead their own play. Staff are motivational in interacting effectively to extend children's learning and to provide enriching learning experiences. They also make secure plans for adult-led activities. Children take part in a group activity on the wooden boat outdoors. They understand that the 'tapping sticks' are made of 'wood'. Highly impressive teaching skills provide children with clear instructions about how to hold the sticks and how not to make a noise when she or anyone is talking. Children therefore behave extremely well, listening to the instructions and waiting eagerly to play the sticks. They rub the sticks together, contemplating what type of noise they hear. Children are confident to state that is a 'quiet noise'. They experiment using different parts of the sticks for example, tapping the ends together and children call out 'it is getting louder'. They listen to the differences of tapping the mat that they sit on or tapping the side of the boat. Children are later enthusiastic to recall the different sounds, naming the noises themselves, and identifying new words they have been learning such as 'scrape', 'tap' and 'bang'.

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

The pre-school provides an extremely stimulating environment for children. Staff offer a wealth of opportunities for children to learn actively. Children lead their play and staff use inspiring techniques to build on what children already know or what they want to do. The key person system is highly effective. Key person staff are fully involved with their children as soon as they start at pre-school. During settling in periods the key person meets and greets the child. Each key person has time set aside each week to spend on a one to one basis to further nurture children's play and collate thorough observations that are enhanced by fully involving themselves in children's individual and group play. This means that children are able to form secure emotional attachments that help them to settle, feel safe and secure, and develop a strong base so that they are confident to explore.

Children's behaviour is outstanding because they are extremely engaged in their play and are active learners. They are very eager to take part in activities and demonstrate a positive respect for each other, the staff and their environment. Children show extremely high levels of self-control during their free play and in adult-led activities. They chat and engage with one another exceptionally well, and have a high level of personal, social and emotional development. Children demonstrate a very good awareness of their own safety, for example, by letting staff know when they use the toilet. Children are encouraged to do so independently when they can but are always supervised well. They learn about fire safety through their resources boxes and staff adapt an activity about Divali to talk about safety when around candles.

Children bring in snacks from home. On arrival, they place these on to coloured trays that coordinate with their key person group. Within the parents handbook is information that gives guidance on healthy snacks and encourages fruit and vegetables. The pre-school provide milk or water. Staff are aware of children's allergies and dietary needs and adhere to these. Children can also see photographs of these routines in their children's handbook, which helps them to become familiar with the pre-school and their new routines prior to starting at pre-school. This very good practice thoroughly supports children's confidence for new situations.

During snack time, children sit at their colour corresponding tables in their key person groups. This further supports consistency in their routines and helps develop their confidence further. There are plenty of opportunities for further learning. For example, children look at the self-registration photographs and recall who is who by saying one another's name. They read stories together. Staff help children to explore the wider world and provide an ongoing narrative for what children are learning. One group of children focus on Australia as a topic for their story and learn that an infant kangaroo is called a Joey. Children recall other names of animals native to Australia including a Platypus. In another group, children look at resources boxes borrowed from the local museum. Staff demonstrate the resources and explain the Russian wooden toys and the Lapland costumes as children are eager to learn about the shoes and hats that the children may wear. Staff encourage children to smell the resources and talk about the different textures in order to broaden children's curiosity. Therefore, children are extremely well prepared for the next stage in their learning.

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

The leadership and management of the pre-school are inspiring. The manager proactively reflects on the provision of care for children in her pursuit of continued excellence for the pre-school. As a result, day-to-day practice is very strong. Highly experienced staff work with the children and those experienced staff moving on from the pre-school, work alongside new staff in a mentoring role to pass on valuable information about children. Staff offer new staff guidance through their knowledge in planning for and working with children. The chair of the committee takes a practical role in supporting the teaching staff and demonstrates an extremely good understanding of her responsibilities. She works

closely with the manager. Staff morale is extremely high. The staff team works exceptionally well together and demonstrate they have a very good understanding of all the children attending.

Staff have a very secure understanding of the safeguarding and welfare requirements for the Statutory Framework of the Early Years Foundation Stage. They demonstrate a thorough understanding of their responsibilities to safeguard the children they care for and the procedures to take should they have a concern about a child in their care. Recruitment practice is strong. This ensures that the adults involved with children at the pre-school are suitable to do so. Induction systems and monitoring of staff performance and practice is robust. All staff and the committee complete safeguarding children training as part of their excellent induction system and update this regularly.

Staff adhere to the robust policies and procedures at all times to ensure consistency in their daily practice. These policies are shared with parents either in hard copy or through email. This means that parents have a secure knowledge of the procedures that support their children's well-being. Highly effective systems are in place to monitor children's safety. Secure risk assessments for the environment, activities and individual children further promote children's safety. Staff review these risk assessments as required or at a minimum every six months. Consequently, children can play safely indoors and outdoors as they learn.

Parents receive a handbook for the pre-school so that they understand daily routines, the Early Years Foundation Stage framework; and how to extend their children's learning at home. Parents are extremely positive about the care their children receive. Parents comment that their children 'have thrived', and that children are 'increasingly curious about how things work' for example. They add that their children 'really enjoy books', and that the pre-school has provided children with 'great opportunities and skills for the transition to primary school'. Parents are being encouraged to make further contributions to their children's learning journals and this is establishing. Nevertheless, staff are extremely proactive in supporting how parents understand their children's development. They are invited to parent/key person meetings, where they can see films of children in their play. The pre-school sends out newsletters and explains topics. There is a book lending service and parents participate in the support rota. Highly effective partnerships with other professional such as occupational therapists, speech and language therapists, paediatric consultants and the local authority for example, further support the welfare and development of those children needing additional support or interventions. Staff work extremely well alongside these other professionals to complement the care children need to ensure that all children meet their full potential in relation to their individual starting points. Staff provide excellent support for children and their families speaking English as an additional language. Well-embedded partnerships with feeder schools mean that children's transitions are very well established.

Staff provide enriching experiences for the children attending and demonstrate a very good understanding of the learning and development requirements. To ensure that staff have a clear understanding of children's next steps, the manager provides high quality supervision and oversees children's development records. Targeted training for staff is based on their professional development and in particular on how to promote successful

outcomes for children. Staff are strongly driven to maintain their ongoing improvement. They are highly reflective about their day-to-day practice. For example, they have given great consideration to ensure that the environment is stimulating and that previous recommendations are securely met. The leadership and management team are highly confident to identify the strengths of the provision and use the feedback from staff and parents to plan extremely clear targets for their ongoing improvement. They respond to parental questionnaires and explain how their comments are taken on board, and set into practice whenever possible, or give examples of how parental suggestions are already in place.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	116821
Local authority	Reading
Inspection number	940612
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	30
Number of children on roll	34
Name of provider	Caversham Heights Pre-School Committee
Date of previous inspection	03/02/2011
Telephone number	0118 9484851

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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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