

The Little Owl Pre School

Employees Social Club, 2 Early Gate, Whiteknights, READING, RG6 7BE

Inspection date

06/11/2014

Previous inspection date

07/11/2013

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

3

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 leadership and management team uses highly reflective practice, which means that self-evaluation is extremely effective in driving improvements.
- The quality of teaching and delivery of the educational programmes are constantly under review to provide the best possible learning opportunities for children.
- The leadership team is dedicated to supporting the professional development of all staff and improving their excellent practice.
- The environment is extremely well organised with resources arranged in ways that enable children's independent access. The children confidently make choices to enhance their play and learning.
- Children have secure relationships with their key person and other staff. Key people are extremely effective at helping children to feel safe and secure.
- The staff are extremely positive role models and give consistent guidelines that support children to manage their emotions and to adjust their behaviour around other children.

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 activities in the indoor and the outside learning environments, and carried out a joint observation of snack time with the manager.
- The inspector checked evidence of suitability, self-evaluation processes and documents that support the pre-school.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector held a meeting with the manager, and the chairperson and secretary of the management committee.
- The inspector took account of parents' views.

Inspector
Ruth George

Full report

Information about the setting

The Little Owl Pre School registered in 1989. The pre-school is managed by a committee of parents and operates from a hall in the Employees Social Club at Earley Gate, situated on Reading University campus. The pre-school is open every weekday from 9.15am to 12.15pm, term time only. There is an outside play area.

The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 14 children on roll and all are in the early years age range. The pre-school receives 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.

The pre-school caters for children of staff and students of the university and the wider community. There are five staff who work with the children, of whom three have a relevant early years qualification at Level 3. The manager holds Qualified Teacher Status.

What the setting needs to do to improve further

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

- maximise opportunities to strengthen the older children's sense of curiosity even further to develop their thinking and enable them to find answers through investigation and exploration.

Inspection judgements

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

The quality of teaching is outstanding. Staff diligently observe children and make precise assessments of their progress. Staff skilfully review their key children's development and plan highly effective focused activities to extend their learning. In addition, staff reflect on children's emerging interests and any repetitive learning patterns to ensure planning incorporates these too. The staff organise the environment extremely well allowing children to access resources independently. The staff plan the routine and the environment to provide a familiar structure to help children feel secure. For children requiring additional specialist help, the key person discusses their observations with the special educational needs coordinator and parents. The key person expertly plans strategies to help children within the setting and refers parents to additional professional support that is available, for example speech and language therapy. Consequently, children receive the additional help they need to make excellent progress in their learning. Staff help children who are learning English as an additional language to develop their

confidence in speaking English. The excellent teaching strategies help all children make rapid progress in their learning from their starting points, with any gaps in development closing quickly.

Highly effective teaching enables children freedom as they play. Staff give the children excellent opportunities to be independent and to have uninterrupted time to play and explore. Staff are extremely effective at observing children's play and listen carefully to what they say, and consider their intentions. They sensitively join in to provide excellent levels of stimulation. For example, during the inspection, staff helped children to remember parts of a traditional story to enhance their learning and spark their imaginations. Children used a range of props selected from the shed to build a house and a fire. They draped sheets around the climbing frame to make a house and used the slide as a chimney placing the fire at the bottom. One child shouted, 'let me in' and the younger children in the house responded, 'No, no, not by the hair on my chinny chin chin'. The wolf climbed up the steps and went down the slide into the fire.

Staff introduce mathematical language as children play enhancing children's understanding of size and position, and help them to learn the names of shapes. Excellent interaction during a board game helped teach children the rules of the game and to count and solve problems. The children threw the dice, counted the spots, and then counted out the matching number of spikes to add to their hedgehog. Children are learning to count to 10 and beyond and to solve simple sums. Staff provide children with excellent challenges, however, on occasions they do not consistently engage the older children's curiosity to further extend their thinking.

The staff supply an abundance of materials and tools to stimulate children's creative expression and design skills. The staff's exemplary interaction teaches children how to use tools and techniques competently. Skilful teaching allows children time to focus on the process of mixing paint, to explore how colours change and observe the new effects. Children learn how to hold implements, such as crayons and paintbrushes, effectively. This means children experience many activities to practise their early writing skills. Teaching is highly successful in developing the younger children's speaking and listening skills, laying the foundations for learning letter sounds. Children enjoy singing and listening to stories. They join in enthusiastically and anticipate key events and phrases in stories. Staff use an excellent range of activities that pave the way for children to make a good start in early literacy. All children make excellent progress in their learning in relation to their starting points and are prepared exceptionally well for their eventual move to school.

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

Children have secure relationships with their key person. On arrival, some children find their preferred resources and sit close to their key person. They use them as a secure base before venturing away happily to explore more independently. Other children confidently explore and settle at activities immediately. For those children that find it harder to settle, the key persons encourage them extremely well to grow in confidence. Key persons are extremely effective in helping children feel emotionally secure. Staff

sensitively promote children's self-care and teach them to manage their personal hygiene. During the summer term, staff plan a series of visits to schools that the children will be attending and offer a lunch club. This means that children are very well prepared when they move on to school. They are familiar with the school environments and teachers, and know what to expect when they stay for lunch.

The staff are extremely positive role models and give consistent guidelines that support children to manage their emotions and to adjust their behaviour around other children. The very clear guidance means that children are aware of the boundaries set and of behavioural expectations in pre-school. Children have very few tussles and when they do, they are expert negotiators and are able to resolve most things by themselves. Staff consistently help children to keep themselves safe with simple and clear explanations. These explanations raise children's awareness of risks and teach them to keep themselves and others safe.

Children have a very positive attitude to being outdoors and physical activities, which promotes their understanding of a healthy lifestyle. Staff organise the garden extremely well providing children with an exciting place to be. Staff teach children about the wildlife and their habitats. During the inspection, children checked the bug hotel that they are in the process of building and looked for new inhabitants. The well-planned cosy spaces encourage children's speaking and listening skills. They gather within the climbing frame structures, dens, and playhouse chatting together. The staff have made exceptional progress since the last inspection in promoting children's physical development and independence at snack times. Staff teach children ball games, they gain increasing control over throwing, catching and kicking. They climb, balance and slide on the climbing frames that provide a very good level of challenge. They are learning to negotiate space successfully, adjusting speed and direction to avoid obstacles and each other when riding on trikes, and running.

The teaching during snack is outstanding. Staff provide children with a very healthy range of snacks and help them understand how these contribute to making healthy food choices. Staff gently remind children to pass round the various food selections so everyone can try them, explaining that a balanced diet helps them grow strong. Highly effective teaching helps children gain independence skills and small muscle development as they pour drinks and use a knife to cut fruit into pieces, and slice cucumber and cheese. The staff skilfully implemented a focused activity during snack time. They asked open-ended questions that helped children recall previous learning. Children confidently named shapes and discovered new ones. For example, a child nibbled a cucumber slice in half, held it up, and said 'circle'. Staff skilfully explained that, 'half a circle is called a semi-circle'.

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

The highly professional leadership team strives for excellence. The quality of teaching practice and delivery of the educational programmes is constantly under review to provide the best possible learning opportunities for children. The leadership and management

team uses reflective practice highly effectively, which means that self-evaluation is extremely successful in driving improvements. There has been excellent progress since the last inspection. The committee fully understand their responsibilities in ensuring the pre-school meets the requirements of the Early Years Foundation Stage. The new manager is highly effective in monitoring children's progress and she uses early interventions where needed to ensure that gaps are narrowing for children identified as being in need of support. Exemplary partnership working enhances children's care and learning.

Key persons are extremely effective at engaging all parents in their children's learning in the setting and at home. Key persons share children's progress daily and make suggestions on how parents can extend learning at home. They share the children's learning journal every term with parents so they can review their children's progress and contribute to the record. The key persons value contributions from parents and use these to help plan activities to support individual children's development. Parents give high praise to the provision. Some of the views expressed were, 'I am so happy with pre-school; the staff have really helped my child make good progress' and, 'My child can't wait to come'.

Leadership and management have devised an excellent recruitment pack since the last inspection to steer safe recruitment. They follow the safe procedures ensuring that relevant checks are completed. This helps check the suitability of staff working with the children. Induction is thorough, with a keen focus on developing relationships with the children and safeguarding children's welfare. Staff diligently observe the policies and procedures which underpins their excellent practice. Leadership and management are highly supportive of the staffs' professional development to enrich further their understanding of how early years children learn.

The staff are extremely knowledgeable and have a very clear understanding of procedures for child protection to keep children safe. They know what to do and who to report to in the event of a child protection concern. Staff deploy themselves extremely well and skilfully interact with children at activities to stimulate and enhance their learning. They let each other know where they are going when changing positions to ensure highly effective supervision for children's safety and support for teaching at all times. The premises are safe and secure with extremely effective safety procedures that staff follow diligently. This ensures they are vigilant around the children and promote their safety extremely well. The committee oversee health and safety and carry out audits to ensure children play and learn in a safe environment.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary 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	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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	148691
Local authority	Wokingham
Inspection number	962704
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	14
Name of provider	University of Reading Pre-School Committee
Date of previous inspection	07/11/2013
Telephone number	01183787914

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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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