

Maiden Erlegh Pre-School

Community Centre, Silverdale Road, Earley, Reading, Berkshire, RG6 7HS



Inspection date

21 January 2015

Previous inspection date

20 February 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- All children, including those who are learning English as an additional language, achieve rapid gains in their learning. This is because they are supported by skilled staff who have high expectations of them.
- A clear focus on learning through exploration and discovery enables children to find things out for themselves and to have a sense of wonder and achievement.
- Staff model clear and consistent expectations for how children should treat each other, consequently children's behaviour is generally excellent across the pre-school.
- Staff create a high quality provision, which is welcoming, safe and stimulating. Children enjoy learning and quickly grow in confidence.
- Partnership working with parents is very strong and supports continuity in children's learning and well-being between the pre-school and home.
- The quality of teaching is good due because staff supervision is effective and training links closely with addressing the needs of the children.
- The management team ensure that any additional support individual children may need is accessed through good partnerships with parents and other agencies. This means that all children make rapid progress in their learning and development.

It is not yet outstanding because:

- Opportunities for children to develop their interest in the natural world through activities such as planting, nurturing and investigating in the garden area are limited.

What the setting needs to do to improve further

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

- extend children's knowledge of the natural world by planning activities, such as planting, nurturing and investigating in the garden area across the changing seasons.

Inspection activities

- The inspector observed a wide range of activities across all areas of the pre-school and talked with staff and children about what they were doing.
- The inspector reviewed documents and procedures relating to safeguarding and equal opportunities, and checked a selection of other policies.
- The inspector sampled a range of children's records, the nursery's planning, evaluation, and the information exchanged with parents and external professionals.
- The inspector took account of the views of parents spoken to on the day and reviewed written communication from parents.
- The inspector conducted a joint observation with the manager.

Inspector

Helen Robinshaw

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children make very good progress in their learning and development. The manager ensures her staff meet all the requirements of the Early Years Foundation Stage to a consistently high standard. Staff plan activities that captivate children's interests, stimulate their thinking, and help them grow in self-confidence. For example, staff helped children act out their imaginary adventures at a train station. Children used the resources around them to make train tickets, timetables, and maps for their journeys. They found a purpose for using numbers and writing names of people and places on tickets. Staff agree children's individual action plans with parents, so these practical ways to help children progress occur both at home and in the pre-school. Good quality teaching and individualised planning prepares all children very well for the next stages in their learning, including school. The manager currently tracks the progress of individual children, and is beginning to evaluate trends in progress across different groups.

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

Staff are highly effective in tailoring care to meet the needs of different children and their families as they settle into the pre-school. Staff reassure children in their home language and use plenty of visual props to support children's understanding of new vocabulary. Children are confident enough to greet friends in one or more languages during group activities. Excellent teaching helps children learn how to manage their emotions and behave kindly. Staff are committed and empowering, with a clear focus on closing gaps in children's learning and development in time for their moves to school. As a result, children who are learning English as an additional language tend to make significant progress during their time at the pre-school. The manager also works exceptionally well with colleagues from other services. This helps to secure specialist support for children with special educational needs and/or disabilities so that all children make significant progress during their time at the pre-school.

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

The manager and her staff meet all the safeguarding and welfare requirements of the Early Years Foundation Stage. The manager monitors the delivery of good quality education programmes and sets herself and her team high standards across all aspects of the pre-school. Staff evaluate their practice on a daily basis and contribute their ideas to improve the quality of the pre-school further. They are a capable and experienced team, but they have not worked together for very long. As a result, their development plans are still being refined to sharply focus on the specific improvements that will raise the standards of their provision for children to the highest levels.

Setting details

Unique reference number	148665
Local authority	Wokingham
Inspection number	841838
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	25
Number of children on roll	31
Name of provider	Maiden Erlegh Pre-School Committee
Date of previous inspection	20 February 2012
Telephone number	07867 565811

Maiden Erlegh Pre-School registered in 1992. It operates from the community centre situated in the grounds of Maiden Erlegh School in Earley, Reading. The pre-school opens each week day during school term times. Sessions are from 9.00am to 12 noon each day with two afternoon sessions from 12pm to 3pm on Mondays and Tuesdays. A lunch club operates between 12pm and 12.30pm on Monday and Tuesday. The pre-school is in receipt of funding for the provision of free early education for children aged two, three, and four. Six staff work at the pre-school, five of whom hold relevant early years qualifications. One member of staff holds early years professional status.

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