

# Victoria Road Pre-school

Tilehurst Village Hall, Victoria Road, Tilehurst, Reading, Berkshire, RG31 5AB



## Inspection date

2 February 2015

Previous inspection date

5 May 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff are enthusiastic and fully committed. They work hard to provide a welcoming environment, where all children are included, valued and respected as individuals. Staff promote equality and diversity well.
- The use of the outdoor area supports children well in developing their physical abilities, understanding the world and gaining an awareness of personal safety.
- The quality of teaching is good and staff help children to make good progress in their learning and development.
- Children are cared for in a safe and secure environment and the arrangements for safeguarding are robust.
- Children's mathematical skills are supported well through many good play situations and interactions between the staff and children. This is an area of strength as staff provide a wide range of experiences that offer children opportunities for counting, sorting, shape and number recognition.
- Good partnership with parents are developed through frequent communication, exchanging information for the benefit of each child's care, learning and development.

### It is not yet outstanding because:

- At times, staff interrupt children's freely chosen play to encourage them to join whole group activities or routines.
- The manager does not have precise arrangements to determine how best to mentor staff to further enhance teaching practices.

## 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 opportunities for uninterrupted time to play, explore and pursue their learning
- enhance further the quality of coaching, mentoring and support given to staff to extend their continual professional development.

### Inspection activities

- The inspector observed activities in the main base room, a smaller room and the outdoor area.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector sampled written observations, planning documentation and a selection of policies and children's records.
- The inspector held meetings with the manager and deputy manager, and spoke with staff at appropriate times throughout the inspection.
- The inspector took account of the views of parents and carers spoken to on the day.

### Inspector

Anneliese Fox-Jones

## Inspection findings

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

Staff support children to make good progress as they enjoy a range of play and learning opportunities. They observe what children are doing and make good use of questioning to extend children's learning and consolidate their thinking. Staff use their observations to highlight children's achievements and to plan future experiences, tailored to meet their individual learning needs. Children freely engage in play and are motivated by the available choices. However, there are times throughout the session when their play is interrupted in favour of a whole group activity, such as snack time and outdoor play. Children are introduced to mathematics in a variety of activities and everyday routines. For example, they count the number of children present and extend their counting skills when singing number rhymes. Children learn about the natural world as they plant flowers and vegetables. This helps them to learn how to care for things in the environment. Older children maintain their focus on activities for an extended time. Consequently, children are being prepared well for the next stage in their learning.

### **The contribution of the early years provision to the well-being of children is good**

Staff develop positive and trusting relationships with each child and spend time getting to know them well. This helps to develop children's self-esteem and confidence. Children's individual welfare, learning and developmental needs are effectively met. Children behave well and staff are good role models. They promote listening and help children to become sensitive to each other's needs. Staff actively recognise the children's efforts and achievements, and take time to praise and encourage them. Children are provided with a broad range of experiences to develop their physical skills. They balance on stepping stones, climb the steps to the slide and enjoy running around chasing their friends.

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

The staff team work well together to promote children's care and safety. Although arrangements to enhance staff skills further are not fully effective, the manager is aware of the many strengths within her staff team. She monitors to ensure that children are progressing well. Children benefit from the good partnerships established with parents. Parents have regular opportunities to meet with the staff and discuss their children's progress. This supports parents' continued involvement in their child's learning at home. Staff work alongside parents to complete the required progress check for two-year-old children and share the written summary with them. The pre-school uses regular feedback from parents to help set targets for improvement. For example, they have plans to complete an outdoor classroom to further inspire children through valuable outdoor experiences. The pre-school works well with local schools to prepare and support children through their move to school.

## Setting details

<b>Unique reference number</b>	116836
<b>Local authority</b>	Reading
<b>Inspection number</b>	840071
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	54
<b>Name of provider</b>	Victoria Road Pre-School Committee
<b>Date of previous inspection</b>	5 May 2010
<b>Telephone number</b>	07989261637

Victoria Road Pre-school registered in 1968. It operates from Tilehurst Village Hall, which is situated to the west of Reading. The pre-school uses the main hall and a smaller room for quieter activities. There is an enclosed area for outside play. The pre-school is open from 9.15am to 11.45am or 9.15am to 2.15pm on Monday, Tuesday, Wednesday and Thursday, and 11.45am to 2.45pm Monday to Friday. Children can attend a variety of morning and afternoon sessions or stay all day. The pre-school is open during term time only. Staff members of the pre-school also run the Toddler Group on Friday mornings. The pre-school provides free early education for children aged two, three and four years. The setting employs 12 staff, of whom four hold an appropriate childcare qualification at level 3 and one other member of staff is a qualified teacher.

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