

# Cold Ash Pre-School

Acland Memorial Hall, Hermitage Road, Cold Ash, Thatcham, Berkshire, RG18 9JX



## Inspection date

16 March 2015

## Previous inspection date

14 March 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
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		Outstanding	1
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is outstanding

- The quality of teaching is exceptional. Highly qualified and experienced staff have an expert knowledge of how children learn. They plan for, and provide, highly engaging activities and experiences that extend children's learning across all areas.
- Children's language development is given high priority. Confident, skilled staff extend children's listening skills and vocabulary very effectively. As a result, all children, including those who are learning English as an additional language, are developing excellent communication and language skills.
- A wide range of stimulating toys and resources, indoors and out, allow children to make choices about their play. Staff are skilful in supporting and extending children's play, ensuring learning is maximised at all times.
- The pre-school and parents have close relationships. Parents can access many ways to communicate with the staff. They also have opportunities to share information from home. This ensures children receive coherent and consistent support.
- Children are extremely safe in an environment that is secure and stimulating. Staff demonstrate an excellent knowledge and understanding of how to safeguard children.
- The manager, staff and committee have strong reflective practices. This results in an accurate understanding of their strengths and areas for development. This ensures the pre-school is constantly improving.
- The leadership and management are inspirational. Staff and parents state that the new manager has rejuvenated the pre-school. She has brought the staff and committee together and they work as a close and supportive team.

## **What the setting needs to do to improve further**

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

- develop systems for staff to reflect on their teaching, in order to constantly improve and build on their already first-rate practice.

### **Inspection activities**

- The inspector observed children at free play and in group times, and staff interactions with them.
- The inspector sampled documents including policies, attendance records, risk assessments and safeguarding documentation.
- The inspector spoke to parents and took into account their views.
- The inspector spoke with the manager, staff and children at appropriate times throughout the inspection.
- The inspector and manager conducted a joint observation.

### **Inspector**

Natasha Crellin

## Inspection findings

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

High-quality teaching and an expert understanding of how children learn support children to make excellent progress. Staff have high expectations of children and teach them ambitious topics. For example, children learn how an eclipse occurs, holding up balls and using a torch to see how the sun is blocked by the moon. Children are enthralled in this activity and ask poignant and thought-provoking questions. Staff create outstanding play and learning opportunities for children indoors and out. Activities are planned to cover more than one area of learning. For example, children enjoy exploring the texture of shaving foam on plastic frames, using brushes to make marks. This supports their physical development, their curiosity and their early writing skills. These interesting opportunities have seen children become highly motivated and enthusiastic learners. Planning and assessment are precise and sharply focused on each child's individual needs and interests. Parents contribute to assessments by providing information about children's learning at home. This supports children to make rapid progress.

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

A well-developed key-person system ensures children's needs are quickly met. They settle quickly because the staff are very aware of each child's individual emotional needs. Children learn good health and hygiene routines at snack time. They understand the importance of washing their hands to remove germs. Staff have an excellent understanding of their responsibility to safeguard and protect children. They implement comprehensive policies and risk assessments to keep children safe. This supports children's safety, health and well-being exceptionally well. Children are supported to learn skills to build friendships and manage their self-care. As a result, all children display confidence, develop high levels of self-esteem and are well prepared for school.

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

The manager and staff are a close and supportive team. They are committed to delivering high standards of care and learning to children. The dedicated committee work exceptionally well with the manager. As a team, they demonstrate an uncompromising ambition to deliver a first-rate service. Children's learning is closely monitored, enabling the staff to identify and target areas for additional support for individuals and groups of children. Recruitment, induction and ongoing appraisal ensure staff are well supervised, although they do not routinely reflect on their own teaching or engage in professional dialogue about their own strengths. A targeted programme of training is having a marked impact on practice. For example, staff who have attended a course on outdoor learning are extending the already excellent outdoor provision.

## Setting details

<b>Unique reference number</b>	110713
<b>Local authority</b>	West Berkshire (Newbury)
<b>Inspection number</b>	839732
<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>	49
<b>Name of provider</b>	Cold Ash Pre-School Committee
<b>Date of previous inspection</b>	14 March 2011
<b>Telephone number</b>	07778 442489

Cold Ash Pre-school registered in 1970. It opens five days a week during school term times. Opening times are Monday and Thursday from 9.15am to 2.45pm and Tuesday, Wednesday and Friday from 9.15am to 1.30pm. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four. Eight staff members are employed to work with the children. The manager holds Qualified Teacher Status and four staff hold relevant qualifications at level 3 or level 4.

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