

# St Sebastians Pre-School

St. Sebastians Church, Nine Mile Ride, Wokingham, Berkshire, RG40 3AT



## Inspection date

13 July 2015

## Previous inspection date

19 January 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		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 demonstrate a good understanding of children's backgrounds and interests, and show that they are aware of children's abilities on entry to the setting. Staff gain this knowledge through discussions with parents and early observations as children settle into pre-school.
- Overall, teaching is good. Staff successfully interact with children to extend and challenge their play and learning. Children progress well in relation to their starting points.
- Staff have a clear understanding of their responsibility to safeguard children and the procedures to follow if they are concerned about a child's welfare.
- Partnerships with parents are working well. Staff communicate effectively with parents to keep them well informed about their children's care and progress, and involved in their children's learning.
- Effective partnerships with external agencies and other professionals help to identify and meet children's learning needs, and also help their transfer to school.
- The manager leads her staff team well. Staff are active in continuously improving standards at the pre-school, which improves outcomes for children.

### It is not yet outstanding because:

- Staff do not make the best use of resources and equipment to promote children's imaginative play.
- At times, staff interrupt children's play to get them to join group activities, such as snack time, meaning children are not always able to finish what they are doing.

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

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

- strengthen opportunities for children to be able to use a variety of resources for different purposes, for example, during their imaginative play
- enhance the organisation of routines, such as at snack time, to incorporate opportunities for children to pursue their learning without interruption.

## **Inspection activities**

- The inspector observed activities in the main base room and garden.
- The inspector carried out a joint observation with the manager and checked evidence of suitability and qualifications of staff working with children.
- The inspector sampled children's learning records, planning documentation, a selection of policies, and children's records.
- The inspector held meetings with the manager and spoke with staff at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to during the inspection.

## **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**

Children are happy and secure at pre-school and have formed good relationships with the staff. An effective key-person system means that the staff get to know the children well. The pre-school offers a fun and innovative outdoor area which enables children to have many good learning experiences while playing outside. Staff make effective use of observations and monitor the achievements the children make. Staff plan some focused activities during the day to target individual children's next steps in their learning. Staff help children to build their confidence and language skills. Staff ensure there is a variety of interesting activities set out. However, they do not embrace the full learning potential of the imaginative play area. Nonetheless, children become independent learners and explore the accessible activities and resources, and make choices in what they play and learn with. Children are well prepared for the next stages of their learning.

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

Children share warm relationships with each other and the friendly staff. They receive lots of reassurance as they separate from their main carers and settle in. This helps them to feel confident and secure. Children play in a safe environment. Staff carry out daily checks to ensure the pre-school is secure. There are times during the session when children's play is interrupted in favour of routine activities, such as snack time. However, the snack table does not accommodate all the children, which results in some children left waiting until a space becomes available. Children behave very well. They listen to staff and understand the routines. Staff promote children's awareness of self-care routines, health and independence. For example, children benefit from healthy snacks and regular outdoor play. Children make good progress in their physical development and have plenty of fresh air and exercise.

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

The manager shows a commitment to making continuous improvement. She ensures that staff have a good knowledge and understanding of the Early Years Foundation Stage. The manager makes good use of self-evaluation tools and all staff are encouraged to reflect on their practice. Staff have a good knowledge of their roles and responsibilities in safeguarding children and have all completed relevant training. Staff benefit from regular meetings with the manager. Training is highly encouraged to support staff's professional development. Staff meetings and team training days are held regularly, and staff's input is welcomed. The manager monitors planning and assessment techniques closely, and is confident in acquiring extra support from other professionals for children who may require it.

## Setting details

<b>Unique reference number</b>	148683
<b>Local authority</b>	Wokingham
<b>Inspection number</b>	841843
<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>	21
<b>Number of children on roll</b>	25
<b>Name of provider</b>	St Sebastians Pre-School Committee
<b>Date of previous inspection</b>	19 January 2012
<b>Telephone number</b>	01344 775835

St Sebastian's Pre-School registered in 1990. It operates from a community church hall in Wokingham, Berkshire and is adjacent to the site of St Sebastian's Church of England Primary School. The pre-school opens five days a week during school term times. Sessions run from 9am to 11.45am and 12.30pm to 3pm, with a lunch club operating between 11.45am and 12.30pm. Six members of staff work with the children; five staff hold appropriate childcare qualifications up to level 3. The pre-school receives funding for the provision of free early education for children aged two, three and four years old.

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