

Goring and Cleeve Pre-School



Goring Church of England Primary School, Wallingford Road, Goring On Thames, Reading, Berkshire. RG8 0BG

Inspection date	13 July 2016
Previous inspection date	14 July 2015

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The pace of change and rate of improvement in the pre-school has been rapid. The leadership team and staff should be commended for the concerted work that has taken place over a short space of time to significantly raise standards. One parent summarised this by saying: "The changes that have been made are immense and there is a great sense of happiness and learning in the pre-school".
- The management committee has played an exceptional role in supporting the staff to make the necessary improvements. They contribute an extensive range of skills and have worked tirelessly to build secure foundations for the pre-school's continued and sustained improvement.
- The appointment of a highly experienced leader, combined with the expertise of the supervisor and other staff, means the quality of teaching is now outstanding. Children's different learning needs are meticulously and precisely planned for. As a result, children make excellent progress in their learning and development.
- Children thoroughly enjoy their time at pre-school. Excellent links with the school mean children transfer to the Reception class confidently. One parent summarised the ease of this process by stating: "It feels more like my daughter is moving classes, rather than starting a whole new chapter".
- Staff work together as an exceptional team. They are dedicated, caring and highly professional. It is clear they consistently go 'the extra mile' to make sure every child's needs are fully met.

What the setting needs to do to improve further

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

- continue to make use of all monitoring arrangements and the meticulous procedures for reflection and evaluation to maintain the outstanding levels of provision.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector talked to staff at convenient times during the inspection to assess how they plan for children's learning needs and keep children safe.
- The inspector carried out a joint observation with the pre-school supervisor.
- The inspector met with the headteacher of Goring Church of England Primary School and discussed how the pre-school prepares children for starting school.
- The inspector took account of written feedback provided by parents specifically for the inspection.
- The inspector met with the leaders of the pre-school committee and discussed how the management team had made improvements since the last inspection.

Inspector

Jo Caswell, Her Majesty's Inspector

Inspection findings

Effectiveness of the leadership and management is outstanding

Comprehensive action plans, rigorous monitoring and full support from the local authority have resulted in the fast pace of improvement. Senior leaders, including the management committee, have worked exceptionally hard to meticulously review all aspects of the provision and empower staff to develop their practice. Funding has been used exceptionally well to significantly improve the quality of teaching. Staff have attended extensive training and sought advice from external agencies to accurately identify where practice needed to change. Safeguarding is effective. Staff have an exceptional knowledge of how to keep children safe. Children's welfare is given the highest priority throughout all aspects of pre-school provision.

Quality of teaching, learning and assessment is outstanding

Staff meticulously plan for every child's interests and abilities. As a result, all activities offer relevant challenge and help children to make rapid progress from their starting points. For example, children thoroughly enjoyed playing in the extremely well resourced role play 'building site'. Highly imaginative teaching meant groups of children concentrated for long periods and practised an extensive range of skills. A comprehensive timetable of enrichment activities thoroughly supports children's learning. For example, specialist teachers are used to lead specific activities, such as weekly trips to the woodland, gardening, drama and physical education (PE).

Personal development, behaviour and welfare are outstanding

Every available opportunity is used to give children a voice and help them to feel valued. For example, staff frequently ask children for their opinion before changes are made within the pre-school. Children vote for their preferred stories and staff respond positively when children request additional resources. Staff and parents actively celebrate children's achievements through 'wow' moments and through the continuous sharing of information. This means children see staff and parents working cohesively together to support their learning. Children's behaviour is exemplary. They take turns in their play and learn to be kind and caring. Staff and children actively acknowledge the cultural diversity of their different families. This helps children develop an in-depth awareness of different values and enables them to respect the beliefs of others.

Outcomes for children are outstanding

Children develop a real thirst for learning and are extremely motivated and keen to increase their knowledge. Their excitement for learning is palpable. For example, during a highly engaging musical activity, one child excitedly told the supervisor: 'I love this!' Children listen extremely well; they work together cooperatively in small groups to solve problems; they communicate clearly and concentrate for long periods. The Reception teacher has commended the pre-school staff and acknowledged how well prepared children are for starting school.

Setting details

Unique reference number	133694
Local authority	Oxfordshire
Inspection number	1036752
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	53
Name of registered person	Goring and Cleeve Pre-School Committee
Registered person unique reference number	RP907268
Date of previous inspection	14 July 2015
Telephone number	01491 875036

Goring and Cleeve Pre-School registered in 1993. It operates from self-contained accommodation within the grounds of Goring Church of England Primary School, in Goring, Oxfordshire. It opens each weekday during term time from 8.50am to 3.20pm. Children are able to attend an optional lunchtime session from 11.50am to 12.50pm. In total, nine members of staff and one volunteer work with the children. Of these, two hold Early Years Professional Status and four hold Qualified Teacher Status. The pre-school is registered on the Early Years Register and accepts funding for the provision of early education for children aged two, three and four years.

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