

St. Georges Preschool

St. Georges Church Hall, Andover Road, Newbury, Berkshire, RG14 6NU



Inspection date	13 December 2016
Previous inspection date	19 March 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager monitors children's outcomes effectively. She uses this information to identify gaps in their development and implements plans to help children progress.
- Children are confident communicators. For example, they enjoy looking at books and telling stories to one another during play.
- Partnerships with parents are good. Parents feel well involved in their children's learning. Staff meet and share information regularly with parents, which helps to provide a consistent approach to children's care, learning and development.
- Staff interact well with children and guide their learning. Children make good progress in their learning and development.
- Children are settled and happy. They feel safe, secure and have close relationships with the staff.
- Staff have a good understanding of how to support children's health and physical well-being. Children learn to make healthy food choices and the importance of good dental hygiene.

It is not yet outstanding because:

- Sometimes, staff do not encourage children to complete simple tasks independently.
- Occasionally, staff move children quickly on to other activities rather than giving them the time they need to complete what they are doing, to help them engage and learn more from their experiences.

What the setting needs to do to improve further

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

- encourage children to complete simple tasks by themselves to extend their independence
- give children the time they need to engage in and complete activities, to help them gain the most from their experiences.

Inspection activities

- The inspector observed activities, teaching and children's learning.
- The inspector sampled children's development records.
- The inspector completed a joint observation with the manager.
- The inspector spoke to parents about their children's care, learning and development and took into consideration their views.
- The inspector held discussions with the manager and staff at appropriate times during the day.

Inspector

Ingrid Howell

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager ensures staff know what to do if they are concerned about a child's well-being to protect their welfare. For example, staff know the indicators that a child may be at risk of exposure to extreme ideas about right and wrong. The manager monitors staff's teaching and makes good use of supervision and staff appraisals to develop their skills. All staff are qualified and use their experience and knowledge well to provide positive outcomes for children. The manager evaluates effectively to identify areas to develop. She gathers the views of the parents and staff. For example, staff noticed that children were not engaging in the creative activities and moved the activities away from the draught from the door. Since moving the table, children enjoy developing their creative skills.

Quality of teaching, learning and assessment is good

Staff have high expectations for children's learning. They observe children as they play and learn. Staff accurately assess children's stage of development and offer additional support for children who need it. For example, they provide small group activities to support children's developing communication. Staff plan experiences that challenge children. For example, they use creative activities such as painting to teach children that mixing colours together can create a different colour. During story time, staff encourage children to express their ideas. For example, they ask children to predict what might happen next. Children recognised that the snow on the bears melted because it was warm inside.

Personal development, behaviour and welfare are good

Staff help children to solve problems and play cooperatively. For example, they discuss how many children can play in the tent and ask them to use a sand timer to help them take turns. Staff help children learn about the differences and similarities between themselves and others. For example, children made lamps to celebrate one of the Diwali traditions and staff talk positively with children about people who have disabilities. Children learn to respect and value others. Staff work well with other professionals at settings children will attend, such as school. This shared approach helps to prepare children well for their move to school when the time comes.

Outcomes for children are good

Children make good progress in preparation for their future learning, including school. They learn to recognise their name and enjoy writing lists. For example, they write down what the staff would like to eat for lunch on clipboards. Children use numbers and count during play. For instance, they count the number of boys and girls playing in the tent and can easily calculate how many there are altogether. Children are cooperative and behave well.

Setting details

Unique reference number	511117
Local authority	West Berkshire (Newbury)
Inspection number	1061611
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	38
Number of children on roll	39
Name of registered person	St George's Preschool Committee
Registered person unique reference number	RP909015
Date of previous inspection	19 March 2013
Telephone number	07887900348

St Georges Preschool opened in 1961 and registered in 1992. It operates from St Georges Church Hall in Newbury, Berkshire. The pre-school receives funding for the provision of free early education for children aged two, three and four years. The pre-school is open during school term only on Monday, Tuesday, Thursday and Friday from 9am to 11.30am and 12.30pm to 2.45pm. A lunch club operates from 11.30am to 12.30pm. The pre-school has close links to the Falkland Primary School.

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