

Crowthorne Village Pre-School



Crowthorne Parish Hall, Heath Hill Road South, Crowthorne, Berkshire, RG45 7BN

Inspection date	12 January 2017
Previous inspection date	16 July 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 learning outcomes effectively. She identifies any gaps in children's learning and helps staff to plan additional support to help them catch up quickly.
- Staff provide a good range of educational activities. Children have fun and enjoy learning. All children make good progress from their starting points, including those who need additional support.
- The staff have good partnerships with other professionals involved in children's care. They work closely together to help children make the best progress they can.
- Children build very strong relationships with the staff. Children are settled and secure within their care, which helps to build good levels of emotional well-being.
- The manager supports staff well. She monitors staff regularly through supervisions and appraisals to identify areas for development. For example, staff have improved the way they manage children's behaviour following discussions and training from the manager.

It is not yet outstanding because:

- Sometimes, staff do not encourage children to develop their counting skills and awareness of numbers to build on their mathematical skills.
- At times, staff ask children questions but do not give them long enough to think through and express their answers.

What the setting needs to do to improve further

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

- help children to develop their counting skills and understanding of number to enhance their mathematical skills further
- give children more time to answer questions to support their thinking and language skills as fully as possible.

Inspection activities

- The inspector spoke to a selection of parents and took their views into consideration.
- The inspector spoke to staff at appropriate times during the day and asked questions regarding safeguarding and children's care.
- The inspector discussed the systems used to review and evaluate the provision.
- The inspector observed staff's interactions with children during activities.

Inspector

Ingrid Howell

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Managers ensure that staff have an up-to-date knowledge and a clear understanding of the signs that a child may be at risk. They know what they should do to protect children's welfare. The manager and staff use ongoing evaluation effectively to build on the strengths of their provision. The manager seeks the views of others to help her to identify areas for improvement. For example, following suggestions from parents, she has purchased waterproof clothing to give children more freedom in the garden regardless of weather. This contributes to children's good health and well-being.

Quality of teaching, learning and assessment is good

Staff observe and assess children as they play. They use their knowledge of what children know to plan appropriate activities for their next steps in learning. For example, children learn how to handle small objects, such as using pencils for drawing and writing. Staff keep parents well informed of the progress that their children make, and they give them suggestions for activities to extend learning at home. For example, staff share dual-language books to support children who are learning English as an additional language. Parents feel extremely involved in the setting and their children's learning.

Personal development, behaviour and welfare are good

Staff teach children about people in the wider world and to respect each other's differences. For example, children enjoy a wide range of activities such as sampling foods from other cultures. Staff recognise the importance of keeping children safe. They complete risk assessments to minimise any hazards daily. Children learn about keeping themselves safe through clear guidance from the staff. For example, staff use a safety teddy bear to show children the activities that they can complete independently and those that need adult supervision. Staff sensitively help children to develop good relationships and behave well. Staff reinforce the rules and praise children's positive behaviour.

Outcomes for children are good

Children are confident, motivated and have great fun as they learn. They are gaining the skills they need for school. For example, they learn to recognise and write their own names. Children develop positive self-esteem and their behaviour is good. They have high levels of respect for their friends and play cooperatively together.

Setting details

Unique reference number	119317
Local authority	Bracknell Forest
Inspection number	1061273
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	25
Name of registered person	Crowthorne Village Pre-School Committee
Registered person unique reference number	RP522721
Date of previous inspection	16 July 2013
Telephone number	01344774338

Crowthorne Village Pre-School registered in 1974. It is located in Crowthorne, Berkshire. The pre-school is open five days a week from 9.15am to 12.15pm, term time only. A lunch club operates twice a week from 12.15pm to 1.15pm on Tuesday and Thursday. The pre-school receives funding to provide free early education for children aged two, three and four years. The pre-school employs seven staff. Of these, one has a qualification at level 6, three have a qualification at level 3, and two have a qualification at level 2.

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