

The Mrs. Williams Pre-School

Pre School Playgroup, Pinchcut, Burghfield Common, Reading, RG7 3HP



Inspection date

10 January 2017

Previous inspection date

8 March 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The committee and supervisor do not use professional development opportunities to help staff improve their teaching skills. Teaching does not consistently challenge children to help them make good progress.
- The supervisor does not actively respond to concerns about children's understanding of respect for each other's differences.
- The committee has not informed Ofsted of the new committee members, as required. This is also a breach of the compulsory part of the Childcare Register requirements.
- Staff do not consistently support children learning English as an additional language. For example, they do not find out how well children speak their home language or help them use their home languages in their play alongside English.

It has the following strengths

- Staff provide well-resourced play areas. Children choose what they want to do from the activities and use resources to make up their own games.
- Staff teach children about the benefits of a healthy lifestyle. For example, children enjoyed a well-balanced and nutritious selection of snacks and drinks.
- Children enjoy activities that support their early writing skills. For example, staff encourage children to write their own names on their pieces of work.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
■ provide staff with opportunities for professional development to help them provide consistently good-quality learning and development experiences for children	28/03/2017
■ actively help children understand about the diversity between themselves and others, and to learn to respect their differences	28/03/2017
■ inform Ofsted of the name, date of birth, address and telephone number of any member of the committee.	17/01/2017

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

- work more effectively with parents of children learning English as an additional language to help children use their home language and English more confidently
- provide children with consistent challenge to help extend their learning.

Inspection activities

- The inspector observed the quality of teaching and children's learning during activities indoors and outdoors.
- The inspector completed a joint observation with the supervisor.
- The inspector held a meeting with the supervisor. She looked at relevant documentation, such as the self-evaluation process and evidence of the suitability of staff and the committee.
- The inspector spoke to a selection of parents and carers during the inspection and took account of their views.
- The inspector asked staff questions relating to safeguarding and child development.

Inspector
Ingrid Howell

Inspection findings

Effectiveness of the leadership and management requires improvement

The committee and supervisor do not provide relevant support and training for staff. For example, although the supervisor observes teaching she does not provide adequate support to help improve staff's teaching practice. Safeguarding is effective. The supervisor ensures that staff know how to protect children's welfare. She regularly discusses child protection with staff and they are confident of the signs that indicate a child may be at risk of harm. The supervisor involves all staff and parents in evaluating the effectiveness of the pre-school. She has made some improvements that benefit children since the last inspection, such as encouraging them to count everyday objects.

Quality of teaching, learning and assessment requires improvement

Staff have a sound understanding of how children learn and develop. However, although the supervisor monitors children's progress she does not help staff to plan and provide children with consistent challenge to help extend their learning. For example, when children decide to build a bridge, staff do not ask questions to help them think about how and why different structures might work. Overall, staff have positive relationships with parents. They feel involved in the setting and their child's learning. However, staff do not work with parents to develop children's use of their home languages in the pre-school alongside acquiring English. Nonetheless, staff support children's listening and attention skills well. For example, children enjoy listening to familiar stories staff read and singing nursery rhymes.

Personal development, behaviour and welfare require improvement

Staff know how to support and respond to young children's behaviour. They sensitively help children to understand behaviour expectations, such as sharing and taking turns. However, the supervisor does not take all parents' concerns seriously, such as helping children to value each other's differences. Staff support children to look after themselves and to understand the benefits of exercise. They teach children about the effects of physical exercise on their bodies. For example, children recognise that they become breathless after activity.

Outcomes for children require improvement

Most children's development is typical for their age and they are very settled and secure. They contribute well to discussions and recognise that they need to take turns with resources. However, children do not have opportunities to learn about what makes them similar and different to their friends and do not make consistently good progress. For example, they do not receive sufficient challenges, such as to take responsibility for completing small tasks by themselves. Most children develop the skills they need for moving on to school.

Setting details

Unique reference number	507886
Local authority	West Berkshire (Newbury)
Inspection number	1061586
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	29
Name of registered person	The Mrs Williams Pre-School Committee
Registered person unique reference number	RP524037
Date of previous inspection	8 March 2013
Telephone number	01189 833412

Mrs Williams Pre-School opened in 1963 in the village of Burghfield Common, Berkshire. The pre-school is open from 9.05am to 11.35am and 12.25pm to 2.55pm every weekday during term times. A lunch club runs from 11.35am to 12.25pm between the sessions. The pre-school receives funding for the provision of free early years education for children aged two, three and four years.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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