

# Chapel Lane Pre School

Spencers Wood Pavilion, Clares Green Road, Spencers Wood, Reading, Berkshire,  
RG7 1DY



<b>Inspection date</b>	16 March 2017
Previous inspection date	15 January 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 has a very clear understanding of her role and a clear focus on targets for improvement. She has already instigated many positive changes since her appointment and encourages staff to reflect on their practice to improve outcomes for children.
- Staff have a good knowledge of children's starting points, through their meetings with parents. For example, staff gain a valuable insight into what children can already do, through activities such as their home visits and initial assessments of children's progress.
- Staff implement the setting's policies, procedures and risk assessments effectively to guide their practice in keeping children healthy, safe and secure. Children behave very well, and understand the routines of the day and staff expectations.
- Children enjoy their learning. They are keen to join in and maintain concentration and engagement. They are learning actively through activities, such as planned group times, which have a positive focus on their communication and language skills.

### It is not yet outstanding because:

- Staff provide too few opportunities for children to express themselves creatively at times, particularly for those children who enjoy spending most of their time learning outdoors.
- At times, staff miss opportunities to help children learn how to use tools and resources more independently, so they know how things work and function correctly.

## What the setting needs to do to improve further

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

- build on the ways for children to be more imaginative, particularly for those who prefer learning outdoors, to deepen their skills for expression and creativity
- extend opportunities for children to learn how to use tools independently, to help broaden their awareness of how things work and operate.

### Inspection activities

- The inspector observed activities outdoors and indoors, and during children's interactions with staff.
- The inspector and manager conducted a joint observation. They discussed how staff plan activities and how they assess children's progress.
- The inspector sampled required documentation, including the setting's policies, staff qualifications and children's records.
- The inspector spoke to children, staff and parents to gather their views about the setting.
- The inspector met with the manager to discuss how staff reflect on practice and how they update their professional skills.

### Inspector

Aileen Finan

## Inspection findings

### Effectiveness of the leadership and management is good

The manager leads her staff well. She uses effective supervision to help staff plan successfully for children's learning. Staff seek further training to improve their knowledge and skills, such as on sensory play, phonics and new ways of monitoring children's progress, to benefit their teaching practice. The manager uses secure procedures for recruitment and vetting of staff. Safeguarding is effective. Staff know the procedures to follow to protect children from harm, including those who may be at risk from extreme behaviour or views. Partnerships with others sharing the care of children are well established. Parents are positive about the care their children receive. They comment that feedback from staff about what their children achieve is informative and consistent.

### Quality of teaching, learning and assessment is good

All staff interact well and are enthusiastic in their approaches to engage children. For example, staff give children clear explanations as they discuss lifecycles of living creatures. They guide children to think and be curious, for instance, about the flowers planted in the garden. Overall, they adapt activities well to offer children opportunities to learn at their own rate. For example, staff offer most-able children opportunities to identify complex shapes, and include younger children with more simple shapes. Staff use focused observations to plan for children's next steps. Children make good progress. The manager has instigated various strategies to encourage parents to extend learning at home to improve consistency for children's care and learning.

### Personal development, behaviour and welfare are good

Children learn about healthy lifestyles. They enjoy regular opportunities to be outdoors and be physically active. They speak with staff about their favourite fruits at snack time and understand good hygiene routines. Children develop their independence well in managing their personal care needs, for example, they learn to put on their own coats. Staff help children to learn about equality and diversity. Children show respect for each other, speak kindly and listen to the views of their friends, such as during group times.

### Outcomes for children are good

Children extend their developing language well. For example, they engage in guessing games by practising initial sounds of words and objects. They learn to use positional language, such as when placing themselves in front, behind and inside crates. Younger children enjoy role-play activities, and learn to listen and interact well with others in small groups. Children listen with intrigue and interest as staff read to them. They eagerly recall the sequence of events within the story. Children learn a good range of skills and enjoy their play. They show readiness for the next stages of their learning.

## Setting details

<b>Unique reference number</b>	148643
<b>Local authority</b>	Wokingham
<b>Inspection number</b>	1085764
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	42
<b>Name of registered person</b>	Chapel Lane Playgroup Committee
<b>Registered person unique reference number</b>	RP904125
<b>Date of previous inspection</b>	15 January 2015
<b>Telephone number</b>	0118 9886023

Chapel Lane Pre school registered in 1999. It is based in the Spencers Wood Pavilion, in the village of Spencers Wood, Reading, Berkshire. The pre-school receives funding for the provision of free early education to children aged two, three and four years. It opens five days a week during school term times. Sessions are from 8.45am to 11.45am and 12.15pm to 3.15pm, with the option of a lunch club daily for those children attending all day from 9.15am to 3.15pm. The pre-school is run by a committee and it employs four staff members. The manager is a qualified teacher and two other staff hold recognised qualification in childcare at level 3, with a fourth member of staff working towards a relevant qualification.

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