

Whitchurch on Thames Pre-School Group



Eastfield Lane, Whitchurch on Thames, Reading, Berkshire, RG8 7EJ

Inspection date 27 June 2017
Previous inspection date 7 May 2015

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

- Children enthusiastically enter the pre-school. They become quickly involved in the range of educational activities indoors and outdoors that staff plan.
- The dedicated manager works in partnership with the management committee, and together they have a secure vision for the pre-school. They gather the views of parents and staff and use this information to set targets that improve the provision for children.
- Children make good progress so that they are ready for school. The youngest children settle very quickly and are confident and enthusiastic learners. Staff support children's move to school well, for example, with good links with the local schools.
- Staff keep parents informed about all aspects of children's care and learning. Parents speak highly of the staff. They value the information and support they receive.
- Children who have special educational needs and/or disabilities make good progress. All staff support them well, and manage their needs carefully. The pre-school works well with other professionals, when needed.

It is not yet outstanding because:

- The manager does not focus fully on monitoring staff's practice to raise the quality of teaching to the highest levels across the pre-school.
- Sometimes, staff do not organise activities to ensure that all children fully engage in what is happening. Some children get restless and begin to lose interest.

What the setting needs to do to improve further

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

- focus more precisely on the methods used to monitor staff's performance and drive the quality of teaching to an even higher level
- review some activities so children can hear what is being said and help these children to remain interested and engaged to learn.

Inspection activities

- The inspector had a tour of the premises and reviewed the safety measures staff use to keep children safe and secure.
- The inspector conducted a joint observation with the manager of an activity and shared feedback.
- The inspector observed staff's interaction with the children and held discussions with them about children's learning and development outcomes.
- The inspector gained parents' views about the setting and held a meeting with the manager and chair of the committee.
- The inspector reviewed relevant documentation, such as those relating to safeguarding children, recording accidents and complaints, and staff suitability and qualifications.

Inspector

Amanda Perkin

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and staff understand how to maintain children's welfare. Staff implement a comprehensive safeguarding policy, which they share with parents. They conduct daily checks to assess the safety of the premises, maintain accident records and are aware of any possible signs that may raise cause for concern about a child's welfare. The committee uses robust recruitment and vetting procedures to help ensure the suitability of staff. The enthusiastic manager and dedicated staff team continually evaluate the provision they offer. Staff receive regular supervision and have good opportunities to update their skills. Recent training has enhanced staff's knowledge of how to extend children's mathematical development.

Quality of teaching, learning and assessment is good

Staff know the children well. They assess children's development and address any emerging gaps in their learning to help them catch up. Staff work well with external professionals as needed, to support children's individual needs. Staff help children to develop strong communication and language skills. For example, they comment on what children are doing, help them learn new words and play listening games. Children learn about the natural world through enjoyable activities, such as planting beans, tomatoes and strawberries, watching chicks hatch and visiting a local farm.

Personal development, behaviour and welfare are good

Staff are caring and attentive to children's needs, and support their social and emotional development well. Staff give plenty of encouragement and praise to support children's good self-esteem and confidence. Children behave well, and staff use a variety of successful strategies, such as sand timers, to help children to share and take turns. Staff give good support to children's understanding of healthy lifestyles, and ensure they enjoy healthy snacks and follow good hygiene routines. Children benefit from daily fresh air and are physically active. For example, older children climb ladders and pedal bicycles skilfully, and younger children balance on equipment with increasing confidence. Children learn about their own community on outings and experience other cultures, for example, when taking part in celebrations from different countries.

Outcomes for children are good

Children gain the skills they need for starting school. For example, they manage their own shoes, have weekly physical education sessions and find their name cards when they arrive. Younger children develop good physical skills. They mix and manipulate play dough with skill, and older children use tweezers and tools confidently. Older children are learning the link between written letters and sounds, and that numerals represent quantities.

Setting details

Unique reference number	133701
Local authority	Oxfordshire
Inspection number	1089478
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	20
Number of children on roll	39
Name of registered person	Whitchurch on Thames Pre-School Group Committee
Registered person unique reference number	RP518092
Date of previous inspection	7 May 2015
Telephone number	01189 844516

Whitchurch on Thames Pre-School Group registered in 1998. It is located in Whitchurch on Thames, in Oxfordshire. It opens on Monday to Thursday from 8.45am to 3.15pm, and on Friday from 8.45am and 12.15pm, during term time only. A lunch club is available each day. The pre-school receives funding for the provision of free early education for children aged two, three and four years. The committee employs five staff to work with children, three of whom hold relevant childcare qualifications at level 3 or above.

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