

Little Badgers Preschool

Scout Association 79th Reading, Scout Hall, Armour Hill, Reading, RG31 6JH



Inspection date	11 September 2017
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 develop close relationships with staff. This has a positive effect on the way younger children quickly settle and develop their confidence and independence.
- Staff use effective assessment systems. They use tracking well to identify potential gaps in children's development and make effective use of additional funding to support children's care and learning. In particular, they use a range of practical experiences to support children's good physical development.
- Partnerships with parents are good and support a consistent approach to children's learning. Parents comment that they appreciate the guidance and support they receive.
- Staff continue to source training that promotes better outcomes for children. For example, following training on 'motivating boys', staff have focused planning for children's next steps supporting further writing and early mathematics opportunities within all environments.
- The owner/manager provides good leadership for her staff team. She evaluates the pre-school and seeks the views of the parents through regular questionnaires. Staff are involved effectively in reviewing the setting to identify areas for improvement.

It is not yet outstanding because:

- On occasions, staff do not recognise when children need more time to explore their thoughts and consider their responses to questions in order to extend their learning.
- The monitoring of staff practice is not rigorous enough to raise standards to outstanding overall.

What the setting needs to do to improve further

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

- recognise and extend the spontaneous opportunities which arise during children's play to challenge their thinking and learning even further
- develop the use of monitoring and reflection to improve the quality of teaching and practice to an outstanding level overall.

Inspection activities

- The inspector observed activities in the main base room and garden.
- The inspector carried out a joint observation with the owner/manager and checked evidence of the suitability and qualifications of staff working with children.
- The inspector looked at relevant documentation, including children's learning records, planning, a selection of the setting's policies and children's records.
- The inspector held meetings with the owner/manager and spoke with staff at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to during the inspection.

Inspector

Anneliese Fox-Jones

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff fully understand the local procedures to follow if they have concerns about a child's welfare. The manager uses effective recruitment procedures and ensures the ongoing suitability of staff. She regularly reflects on the work of the pre-school and continually strives for improvement. Staff are enthusiastic about their roles and responsibilities. The manager helps staff to work well as a team, which enables them to plan interesting activities for the children. The manager and staff share information with parents about children's learning and ways to support them at home. They work diligently to seek parents' views and include them in the education of their children. There are good links with local schools and other settings that children attend, to ensure continuity and progression.

Quality of teaching, learning and assessment is good

Staff use their observations and assessments well to identify and monitor children's learning priorities. They are quick to seize on the children's interests and assess their progress well. Staff provide a stimulating range of resources and join in energetic play to support children's good physical skills. For example, children happily splash in muddy puddles and enthusiastically display their skills at balancing on planks of wood. Children develop their imaginations as they excitedly use water syringes to put out a pretend fire. Staff provide children with a variety of materials and textures to explore. Children have fun creating shapes from different coloured play dough and investigate objects found in the soil. Staff teach children a good understanding of the natural world around them. Children benefit from an innovative outdoor space that extends from the garden to a woodland area and an allotment. They are inquisitive and thoroughly enjoy sensory play, for instance, as they explore water, sand and mud.

Personal development, behaviour and welfare are good

Staff build warm bonds with children and support their emotional needs well. Children form positive friendships and develop their social skills well. For example, they are eager to see their friends arrive to join in with their play. Staff carefully plan activities that take into account the needs and experiences of each child; this is particularly helpful for those children who are new to the pre-school. Children delight in taking on additional responsibilities, such as tidying up. Children behave well and play with others cooperatively. Children learn about people and communities around the world and various festivals during the year. Staff teach children about the environment and about other people's feelings. They consistently praise children for their achievements.

Outcomes for children are good

All children make good progress. They are motivated to learn, keen to make choices about their play and display good levels of self-esteem. They demonstrate their independence, such as sharing and getting out equipment for themselves. They develop a good understanding of mathematical concepts. Older children enjoy counting, identifying numbers, and matching colours and shapes. They gain useful skills for the next stage of their development and are well prepared to transfer to the next stage in their education.

Setting details

Unique reference number	EY487802
Local authority	Reading
Inspection number	1010950
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 5
Total number of places	30
Number of children on roll	36
Name of registered person	Rachel Anne Hobbs
Registered person unique reference number	RP516232
Date of previous inspection	Not applicable
Telephone number	07500807870

Little Badgers Preschool registered in 2015. It operates from a Scout hall in Reading, Berkshire. The provision opens on weekdays from 9am to 4pm, term time only. The pre-school receives funding to provide 30 hours free early education for children aged two, three and four years. There are five members of staff, of whom four hold suitable childcare qualifications from level 3 to level 5. The pre-school supports an apprentice.

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