

# Wargrave Pre-School

Recreation Ground, off East View Road, Wargrave, Berkshire, RG10 8BH



|                          |                   |
|--------------------------|-------------------|
| <b>Inspection date</b>   | 29 September 2017 |
| Previous inspection date | 4 March 2014      |

| <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

- Children take part in a wide variety of activities. They are easily able to access resources and make independent choices in play. All children, including those who have special educational needs and those learning English as an additional language, make good progress from their starting points.
- Staff complete regular observations and track children's overall progress. They use this information to help identify gaps in their development and implement plans to help support children to make further progress.
- Regular staff supervision and training supports practitioner's ongoing professional development. The staff regularly share information and ideas to help sharpen their teaching skills.
- Staff teach children about healthy lifestyles. For example, staff encourage children to bring in healthy snacks and talk about what they are eating.
- Children learn a good range of skills that will help them in the future. For example, they happily play alongside others and take turns.

### It is not yet outstanding because:

- On occasions, staff do not encourage children to think critically and solve problems for themselves.
- Monitoring of children progress is not yet concise enough to help the manager to identify how different groups of children are developing.

## 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 make even better progress, by encouraging them to think critically and solve problems for themselves
- review the monitoring of children's learning, to help identify how different groups of children are progressing.

### Inspection activities

- The inspector observed interactions between the staff and the children during activities and assessed the impact on children's learning.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as evidence of suitability of the staff working in the setting.
- The inspector completed a joint observation of an activity with the manager.
- The inspector spoke to parents and took account of their views.
- The inspector questioned staff on their understanding of how to keep children safe.

### Inspector

Ingrid Howell

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are very knowledgeable about safeguarding legislation and child protection issues. They know what to do if they have any concerns about a child's welfare. The manager seeks the views of parents and staff and uses ongoing self-evaluation effectively to build on the strengths of the provision and identify areas for improvement. Since the last inspection, the setting has made significant improvements to the outdoor area and children enjoy their time outdoors. Partnerships with parents are effective. Parents are kept well informed of their children's progress and staff have regular meetings with them to discuss how they can support children's learning further. This helps continuity between the pre-school and home.

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

Staff have a good understanding of how children learn and develop. They use children's interests to extend their learning further. For example, as children play a game on the computer, staff ask them to count how many things they need to catch and how many are left. During role play, children demonstrate high levels of imagination and cooperation as they help each other to prepare meals and care for the dolls. Staff make good use of a range of ways of teaching. For instance, they use pictures and gestures to help children with speech and language difficulties and those who speak English as an additional language to make progress. Staff help children to recognise letters and sounds. For example, at snack time they collect their names and staff talk about the sounds letters represent.

### Personal development, behaviour and welfare are good

Children are settled, happy and show high levels of confidence and emotional well-being in the pre-school. They demonstrate good behaviour and have high levels of respect for others. For example, when they want other children to move out of their way they say, 'Excuse me, please'. Staff encourage children to understand the differences and similarities between themselves and others. For instance, they learn about a variety of cultural festivals and use books and resources showing people from various cultural backgrounds. Children have plenty of opportunities to be physically active and are able to use the large outdoor area when they choose. Staff help children to understand the importance of keeping themselves safe. For example, as they play with empty laundry detergent containers, staff talk to them about the importance not touching these if they are full.

### Outcomes for children are good

Children are keen and active learners. They develop the skills needed for the next stage in their learning, including school. For instance, they learn to recognise and write their names. Children demonstrate high levels of respect and tolerance towards others and are kind and considerate. Older children have a good understanding of how to use numbers and counting during activities, for example, counting how many nappies they need for the number of dolls they have.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | 148692  |
| <b>Local authority</b>                           | Wokingham   |
| <b>Inspection number</b>                         | 1068546   |
| <b>Type of provision</b>                         | Sessional provision                                 |
| <b>Day care type</b>                             | Childcare - Non-Domestic                            |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register |
| <b>Age range of children</b>                     | 2 - 4   |
| <b>Total number of places</b>                    | 30  |
| <b>Number of children on roll</b>                | 29  |
| <b>Name of registered person</b>                 | Wargrave Preschool Committee                        |
| <b>Registered person unique reference number</b> | RP905655  |
| <b>Date of previous inspection</b>               | 4 March 2014  |
| <b>Telephone number</b>                          | 0118 9403127  |

Wargrave Pre-School registered in 1980 and is a registered charity run by a parent committee. It operates from the Youth Centre within the recreation grounds of Wargrave Village. The pre-school opens each weekday during school term times. Sessions are from 8.45am to 11.45am and 12.15pm to 2.45pm on each day. The setting also runs a lunch club from 11.45pm to 12.15pm each day. The pre-school offers funded provision for children aged two, three and four years. The pre-school supports children who have special educational needs and/or disabilities and those children who are learning English as an additional language. The pre-school employs seven staff, three of whom hold relevant childcare qualifications.

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