

The Mrs. Williams Pre-School

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



Inspection date	10 October 2017
Previous inspection date	10 January 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- Staff support children's individual learning well and plan exciting activities that children enjoy. They use the information they gain from their observations effectively to help young children make good progress from their starting points.
- Staff work effectively as a team to meet the individual needs of the children. They help children to settle very quickly, and sensitively support them to feel safe and emotionally secure. Children develop in self-confidence and are motivated to learn.
- The new manager uses her strong leadership skills, good knowledge, teaching skills and expertise to effectively guide, coach and support staff. Self-evaluation is based on an accurate assessment of what works well and what needs further improvement.
- Partnerships with parents and other professionals are effective and contribute well to children's learning and well-being. Staff provide parents with regular information on how to promote their children's learning at home to support continuity and a consistent approach.

It is not yet outstanding because:

- Staff do not make the most of the challenging questions they ask and do not consistently give children sufficient time to think and respond to help extend their learning.
- New committee members do not have a strong understanding of their roles to help effectively oversee the work of staff and to support future improvements.

What the setting needs to do to improve further

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

- extend children's opportunities to think and answer thought-provoking and challenging questions more consistently to create more challenge to their learning
- develop committee members' understanding of their legal responsibilities further, to enable them to contribute more effectively to the management of staff and the improvement of the pre-school.

Inspection activities

- The inspector observed children's play during indoor and outdoor activities.
- The inspector looked at samples of children's online assessment folders and records and discussed children's learning with staff.
- The inspector spoke with the staff and children at appropriate times during the inspection and held a meeting with the manager and a representative from the local authority.
- The inspector conducted a joint observation with the manager.

Inspector

Melissa Cox

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff ensure children are kept safe. They have a secure knowledge of child protection and swiftly report any concerns that indicate children are at risk of harm. Staff work in effective partnership with other professionals to safeguard children. Recruitment procedures are robust and the committee members have measures to help them ensure staff remain suitable to work with children. The committee has supplied the required information to Ofsted and undertaken suitability checks. There have been a number of significant changes since the last inspection. The new manager has been instrumental in identifying and swiftly implementing a range of initiatives to improve practice. For example, staff have recently introduced the use of simple signs to help younger children to communicate their needs. The manager regularly monitors the progress children make to further promote their good outcomes in learning.

Quality of teaching, learning and assessment is good

Staff are well qualified. They have a good understanding of how children learn and follow children's interests well. Staff support children's speech and language development effectively. For example, they help children to pronounce words they find difficult and introduce new vocabulary as they play. Staff make good use of the interesting outdoor area to support children's learning. For example, they help children match colours, count and calculate as they play a game. Younger children take delight in exploring mud and soil and experimenting with weight and measure. Staff ignite children's curiosity, such as when they note the changes in the season. Inside, staff extend children's creativity and encourage them to engage in a wide range of arts and crafts.

Personal development, behaviour and welfare are good

Staff are positive role models for children. They sensitively manage children's behaviour and guide them to share toys and follow simple group rules. Children behave well. They play together and happily invite others into their play. Children have fun in the outdoor area. For example, they use the space to dig in the sand and practise their physical skills as they climb, balance and take risks on the climbing equipment. They learn about the positive benefits of exercise on their bodies. For example, they play a game of catch outside and giggle excitedly as they rush through the falling autumn leaves. Staff help children to understand people's similarities and differences. For example, they explore their local community and enjoy a range of visitors to the setting. Staff support children to use equipment safely. They support their understanding of healthy lifestyles and effectively promote children's independence.

Outcomes for children are good

All children, including those for whom the setting receives additional funding, make good progress from their starting points. They display a strong sense of belonging and explore play spaces with interest and make independent choices. Older children learn to count and recognise numbers and shapes. They show fascination with how things work, for example, they match colours and line up four hoops in a row as they play a game.

Setting details

Unique reference number	507886
Local authority	West Berkshire (Newbury)
Inspection number	1083265
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	21
Name of registered person	The Mrs Williams Pre-School Committee
Registered person unique reference number	RP524037
Date of previous inspection	10 January 2017
Telephone number	01189 833412

Mrs Williams Pre-School opened in 1963 and is located in the village of Burghfield Common in West Berkshire. The pre-school is open from 9am to 11.30am and 12.30pm to 3pm every weekday during term time. A lunch club runs from 11.30am to 12.30pm between the sessions. The pre-school receives funding for the provision of free early years education for children aged two, three and four years. There are six staff who work with the children. Of these, three staff hold early years qualifications to level 3.

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