

Berkeley Pre-School

Berkeley Primary School, Cranford Lane, Hounslow, TW5 9HQ



Inspection date	2 November 2017
Previous inspection date	5 November 2013

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The manager and staff have an expert knowledge of how children learn. They provide an extensive range of stimulating and exciting activities to inspire children and capture their interests. Children make excellent progress from their initial starting points.
- The manager and staff are excellent role models. They give children very clear guidance about their high expectations for behaviour. Children are empowered by knowing exactly what staff expect of them. They are kind, tolerant, respectful and extremely well mannered.
- The manager and staff have an outstanding commitment to inclusion. They work in a commendable manner with a multitude of other professionals and treat each child as a unique individual. One example of this is the exceptional care of children who speak English as an additional language, to help them achieve the very best outcomes.
- Partnerships with parents are exceptionally strong. The manager and staff share a wealth of information with parents, to help ensure they can extend learning at home. Parents are overwhelmingly complimentary about the pre-school. They comment about the exceptional care their children receive and the rate at which their children learn.
- The manager is inspirational in her leadership. She is supported exceptionally well by a dedicated committee and is highly skilled. The manager and staff work as a team to evaluate all areas of the pre-school. They have addressed the previous recommendation and maintained the highest levels of teaching.

What the setting needs to do to improve further

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

- broaden the very good range of experiences for children to develop their understanding of mathematical ideas, to help sustain their exemplary progress.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector sampled a range of documentation, including attendance and accident records, staff suitability checks, the self-assessment information, children's observation, assessment and planning records, and documentation linked to managing children's progress.
- The inspector spoke with members of staff and children at appropriate times during the inspection. She held meetings with the manager and members of the committee.
- The inspector completed a joint observation with the manager.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection.

Inspector

Julie Swann

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. The manager and staff are especially proactive in keeping up to date with changes in child protection legislation. They have an exemplary understanding of the procedure to follow should they have a concern about a child's welfare. The manager implements systematic recruitment, induction and vetting procedures to help ensure all staff are suitable for their role. The manager has high expectations for what all children can achieve. For example, she meticulously monitors and tracks children's progress. She carefully scrutinises and analyses this data, and plans precise interventions to help narrow any gaps. The manager leads the staff team exceptionally well. She provides excellent support through peer observations, one-to-one supervisions and team meetings, to help maintain their outstanding practice. The manager and staff are highly qualified and have unlimited opportunities to deepen their professional knowledge. For example, innovative research and training have helped strengthen staff's understanding of how to build on children's early language skills.

Quality of teaching, learning and assessment is outstanding

Staff undertake detailed and rigorous observations and assessments of children's learning. They use their findings to plan precisely for the next stages of children's development. Staff support children's communication and language skills exceedingly well. For example, they tune in wonderfully to children's thinking as they model vocabulary, such as 'stethoscope' and 'encyclopaedia'. Staff provide exceptional opportunities for children to be creative. Children build intricate models and make detailed drawings of favourite objects. When they experiment with dough and make 'face masks' their natural curiosity is triggered. Staff seize every opportunity to encourage children to be imaginative. For example, children have tremendous fun as they become doctors and vets. They sail boats on 'rough seas' and sell pretend cakes to their friends. However, very occasionally, staff miss opportunities to help children learn about mathematical concepts, to help build on their already excellent mathematical learning.

Personal development, behaviour and welfare are outstanding

Staff build exceptional relationships with all children. They know them extremely well and children's self-esteem is high. Children are developing a first-rate knowledge of effective hygiene routines. They discuss the importance of healthy foods and vitamins they need for growth. Children flourish and have an abundance of opportunities to develop their physical skills. They learn to take risks and have immense fun outdoors. Children gain an exceptional awareness of similarities and differences between themselves and others.

Outcomes for children are outstanding

Children learn a wide range of skills that prepares them exceptionally well for their future learning. They have high levels of self-esteem and outstanding social skills and confidence. Children make excellent progress in their early reading. They confidently access a wealth of books to source information, identify words and letter sounds, and segment favourite words together.

Setting details

Unique reference number	EY429553
Local authority	Hounslow
Inspection number	1062491
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 3
Total number of places	24
Number of children on roll	42
Name of registered person	Berkeley Pre-School Committee
Registered person unique reference number	RP903137
Date of previous inspection	5 November 2013
Telephone number	0208 570 5700

Berkeley Pre-School registered in 2011. It operates from the premises of Berkeley Primary School, within the London Borough of Hounslow. The pre-school employs six members of childcare staff. All staff hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday, during school terms only. Sessions are from 9am to midday and from 12.30pm to 3.30pm. Children can attend for a morning or afternoon session. The pre-school receives funding for free early education for children aged two, three and four years.

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