

The Greenwood Pre-School



Winnersh Cp School, Greenwood Grove, Winnersh, Wokingham, Berkshire, RG41 5LH

Inspection date	8 November 2017
Previous inspection date	21 November 2014

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

- The manager monitors the overall progress that all children make. This enables her to identify any gaps in their learning, and support staff in implementing plans to help children to catch up if necessary. All children make good progress.
- Partnerships with parents, and schools that children will attend are good. Regular discussions, and meetings with them, ensure that they are kept well informed of the progress that the children make. This helps to provide continuity in children's care and learning.
- Children are well prepared for their next stage in learning. They are keen and excited to learn and eager to join in. They listen to others and are confident to speak in a group.
- Staff understand how children learn and develop. They observe children to find out what they can do, and use this information well to extend their learning further, through carefully planned activities.
- Children behave well. Staff are good role models and provide children with clear guidance of what is expected of them.

It is not yet outstanding because:

- Leaders do not provide staff with regular feedback on their teaching, to help them to understand ways in which they can improve their skills even further.
- Staff do not obtain information from parents about children's progress and development, to help support their learning further.

What the setting needs to do to improve further

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

- support staff to further develop their skills and help raise teaching to an even higher level
- explore ways to involve parents more effectively in establishing children's starting points, to improve outcomes for children's learning and development.

Inspection activities

- The inspector questioned staff on how they ensure the children are kept safe, and what to do if they are concerned about a child's well-being.
- The inspector spoke to parents and took their views into consideration.
- The inspector completed a joint observation with the manager and discussed with her how she supervises staff.
- The inspector observed the interactions between the staff and the children, and considered the impact these have on their learning.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as evidence of suitability of the committee and staff working in the setting.

Inspector

Ingrid Howell

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff attend regular training to help them to recognise the signs that a child may be at risk. They know what to do if they are concerned about a child. Overall, the manager supports staff professional development well. She uses annual appraisals to discuss gaps in their knowledge and to provide opportunities to address these, such as training to support children's concentration. This has had a positive impact on children's listening and attention, during group activities. Use of a quality assurance programme, alongside feedback from parents, has enabled the manager to develop an accurate understanding of the quality of the pre-school practice. Since the last inspection, the setting has increased the opportunities for children to use and explore electronic resources. For example, they use metal detectors to find out which items around the room are made from metal, and which are not.

Quality of teaching, learning and assessment is good

All staff place a good focus on supporting children's mathematical skills. For example, they provide activities to help children recognise numbers and compare the sizes of objects. Children demonstrate a good understanding of 'longer than' and 'shorter than', and know that when they have four and add one more, they have five. Activities to support children learning English as an additional language, and those who need additional help, work effectively to help children make progress. For example, staff work with children in small groups to support their language, such as encouraging them to name and talk about objects that they see. Children demonstrate a good level of understanding and follow directions well.

Personal development, behaviour and welfare are good

Staff are aware of the importance of keeping children safe. Regular checks on the environment help staff to identify any potential risks. They successfully teach children how to keep themselves safe. For example, children know that they must be extra cautious when using the logs in the garden, as they may be slippery when wet. Good relationships between staff and children are evident and children feel safe and secure in the care of staff. For example, children who have recently started attending the pre-school are confident to explore the rooms, and choose what they would like to do, knowing that staff are on hand when they need reassurance. Regular and meaningful praise by staff ensures that children feel good about themselves and are encouraged to try activities, including those that they find a little challenging. Children show high levels of self-confidence and emotional well-being.

Outcomes for children are good

Older children are well prepared for their future learning, including school. They are independent and complete simple tasks, such as meeting their own personal care routines. They demonstrate confidence in speaking and listening, and treat each other with kindness and respect. They recognise their written name, and use a range of writing materials to make marks and record their ideas as they play.

Setting details

Unique reference number	EY341510
Local authority	Wokingham
Inspection number	1070830
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	3 - 4
Total number of places	26
Number of children on roll	41
Name of registered person	Greenwood Pre-School Committee
Registered person unique reference number	RP519617
Date of previous inspection	21 November 2014
Telephone number	0118 9797580

The Greenwood Pre-School opened in 2006. It operates within the grounds of Winnersh Primary School, in Winnersh, Berkshire. The pre-school opens five days a week during school term times. Sessions are from 8.45am to 11.45am, and from 12.30pm to 3.30pm. Seven staff work with the children. Of these, five have relevant qualifications, including one staff member with qualified teacher status. The nursery is in receipt of free early years education funding for three- and four-year-olds.

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