

St Dominic's Pre-school Playgroup

St. Dominic Savio Catholic Primary School, Western Avenue, Woodley, Berkshire, RG5 3BH



Inspection date

4 December 2017

Previous inspection date

1 June 2015

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

- Staff are highly responsive to children's interest in storybooks. For example, many times during the day, children bring books to staff who immediately sit down and share the story with them. Children thoroughly enjoy exploring a wide range of books.
- Effective recruitment practices are in place. New staff and committee members are carefully checked and mentored to help ensure they are suitable for their roles and responsibilities.
- Staff model the language children need to describe different feelings and emotions. Children quickly learn the vocabulary they need to express themselves more effectively.
- The manager and staff use effective procedures and risk assessment to support children's welfare and enable them to play in safety, whether indoors or outdoors. For example, staff supervise children closely as they learn to climb or pedal.
- Staff develop effective partnerships with local schools. Children are well prepared for the next stages in their learning.

It is not yet outstanding because:

- Staff do not take full advantage of opportunities to encourage children to learn how to plan, do and review their activities, to extend on their thinking skills.
- Not all staff are as knowledgeable and confident as each other at helping children who need a lot of additional support to make the best possible progress.

What the setting needs to do to improve further

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

- take more advantage of everyday opportunities to help children develop their thinking skills further
- develop further staff's already good skills in teaching children who need a lot of additional support to help them make the best possible progress.

Inspection activities

- The inspector observed, listened to and talked with children as they played indoors and during outdoor play.
- The inspector talked with parents and listened to their views about the pre-school and their children's progress.
- The inspector looked at children's records, discussed staff's planning and evaluation of activities, and how they exchange information with parents.
- The inspector reviewed records and procedures relating to safeguarding and risk assessment, and discussed a range of other procedures relating to children's welfare with the manager.
- The inspector observed care routines and completed a joint observation with the manager. Together they discussed how staff training had contributed to children's learning and development.

Inspector

Helen Robinshaw

Inspection findings

Effectiveness of the leadership and management is good

The manager works very effectively with the parent committee and staff to identify and implement improvements across the pre-school. For example, new ways of sharing children's progress help parents and staff work even more effectively together to develop children's interests. The manager is beginning to use assessments even more precisely to monitor how well teaching raises outcomes for different groups of children. For instance, increasing numbers of children join the pre-school with delayed communication and language skills. Safeguarding is effective. The manager checks that staff know what to look for and can confidently manage any concerns they have to protect children from harm.

Quality of teaching, learning and assessment is good

Some highly experienced and well-qualified staff identify precisely how to help children achieve the next steps in their learning. For example, they capture children's enthusiasm for storytelling using props and rhymes. Children remember lines in the rhyme and sing with joy and confidence. All the staff know the children well and skilfully support their play and explorations. For instance, staff suggest using a cardboard box as a workbench when children pretend to be builders and investigate a box of tools. Good-quality observations and assessments inform staff, parents and any other relevant professionals of the progress children make in every aspect of their learning.

Personal development, behaviour and welfare are good

Staff care deeply that they meet every child's social and emotional needs to a high standard. Parents recognise how skilled and successful staff are in settling children quickly and in nurturing their confidence and well-being. Improvements to the outdoor play areas provide much to excite the curiosity of children, especially those who prefer to learn outside. For example, children enjoy pretending to fill their friends' cars up with petrol. They dress up as fire officers and know whom to call when people need help. Staff consistently model good manners and being kind to others. Young children learn to listen to each other, share the tools and toys they choose to play with and contribute to group conversations.

Outcomes for children are good

All children make good progress in their learning and development, including those who start with limited communication skills or who are learning to speak more than one language. Children who have special educational needs (SEN) and/or disabilities receive additional support promptly. Children are prepared well with the skills they need for the next stage in their learning. Children moving on to school have developed good levels of independence in managing their personal hygiene and belongings. They acquire good foundation skills in mathematics, such as using the appropriate language to describe shapes and patterns, positions and size.

Setting details

Unique reference number	153554
Local authority	Wokingham
Inspection number	1089786
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	20
Number of children on roll	38
Name of registered person	St. Dominics Pre School Playgroup
Registered person unique reference number	RP518203
Date of previous inspection	1 June 2015
Telephone number	0118 927 2460

St Dominic's Pre-school Playgroup registered in 1986. It is situated in the grounds of St Dominic's Primary School in Woodley, Berkshire. The pre-school is open each weekday, during term time, from 9am to 3.15pm. It is in receipt of funding for the provision of free early education to children aged two, three and four years. There are nine staff, eight of whom work directly with the children. Of these, two members of staff hold qualified teacher status, five hold a relevant qualification at level 3 and one holds a qualification at level 2. The committee also employs an administrator.

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