

Sonning Common Pre-School



Sonning Common Cp School, Grove Road, Sonning Common, Reading, RG4 9RJ

Inspection date

20 March 2018

Previous inspection date

4 December 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 has well-established supervisions in place and supports staff well. For example, she shares her new knowledge from training with staff to help to raise the accuracy of their observations and planning for children's learning.
- Children develop strong physical skills and get plenty of fresh air. They enjoy playing outside for long periods of time and learn to ride bikes, climb trees and dig in sand and soil.
- Staff carry out accurate assessments to monitor children's progress, and have high expectations for the children's outcomes. Children, including those who have special educational needs (SEN), make good progress given their starting points.
- Children behave very well and need little encouragement from staff to take turns and share with each other.

It is not yet outstanding because:

- The committee has not updated Ofsted with new members joining the governing body. However, suitable checks have been carried out and this has not had any impact on the children.
- Staff do not consistently enable all children to get turns to share their thoughts and knowledge, even after they wait patiently for long periods. Some staff do not always give younger children simple instructions to help them to remain engaged in all activities.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

Due Date

- | | |
|--|------------|
| ■ keep Ofsted up to date with any changes to members of the committee. | 02/04/2018 |
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To further improve the quality of the early years provision the provider should:

- offer children more simple instructions and the time they need to share their own thoughts and knowledge as they take part in group discussions and activities.

Inspection activities

- The inspector observed children's activities indoors and outdoors.
- The inspector undertook a joint observation with the manager.
- The inspector had discussions with the children, staff and the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection and through written feedback.
- The inspector looked at a range of relevant documentation relating to safeguarding, and staff suitability, as well as policies, procedures and progress records.

Inspector

Helen Harnew

Inspection findings

Effectiveness of the leadership and management is good

The manager is experienced and well qualified. She makes good use of evaluations and reflective practice to identify areas for support and training for staff to raise the quality of provision. The manager makes effective use of additional funding received to help raise children's outcomes. Partnerships with other professionals are good. The manager invites other professionals to the setting and they share plenty of information to build consistency on children's support and development. Safeguarding is effective. Staff know who to contact if they are concerned about a child's welfare. They ensure that they meet the required ratios at all times and supervise children well to help keep them safe. Staff carry out regular risk assessments around the pre-school to help them identify and minimise any hazards for the children.

Quality of teaching, learning and assessment is good

Staff have a good understanding of what children can do and they offer lots of challenges to extend their learning. For example, they play games to help younger children begin to recognise numbers. Older children begin to count objects, and add and subtract as they build good mathematical skills. Staff follow children's interest in nature and insects well. They spontaneously plan to make a wormery and children help them to find all of the natural resources they need. Children enjoy digging in the soil to find some worms. Staff work in close partnerships with parents to help to build consistency in children's learning. They share ongoing information about what children achieve at the pre-school and plans for their future development. Staff offer plenty of ideas for parents to continue children's learning at home.

Personal development, behaviour and welfare are good

Staff provide a welcoming and stimulating environment. They adapt this well according to children's preferences. For example, when children choose to play outside for long periods, staff move their planned activities outside and children show more motivation to learn. Staff help children begin to learn about how to recognise and manage the feelings they have. They acknowledge children's feelings and children become good at solving problems. Staff offer a wide variety of healthy choices for children's snack time and nutritious, cooked meals are provided by the on-site school.

Outcomes for children are good

All children make good progress towards their next stages in learning and their moves to school. They develop early literacy skills well. Younger children enjoy joining in with singing and sharing books with each other. Older children access resources, such as large rollers to paint walls in the garden. All children develop strong independence. Younger children learn to dress themselves and older children act as helpers who help to set tables up for mealtimes. They learn to confidently cut and serve their own food and pour their own drinks.

Setting details

Unique reference number	403386
Local authority	Oxfordshire
Inspection number	1070405
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	30
Number of children on roll	49
Name of registered person	Sonning Common Pre-School Committee
Registered person unique reference number	RP524520
Date of previous inspection	4 December 2014
Telephone number	01189 724760

Sonning Common Pre-School registered in 1981 and is situated on the Sonning Common Primary school site, in Reading, Berkshire. The pre-school opens Monday to Friday, during term time only. Sessions are from 9am until 3pm. There are 10 members of staff, nine of whom, have relevant childcare qualifications. The manager has an early years qualification at level 5. The pre-school receives funding for the provision of free early education to children aged two, three, and four years.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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