

# Emmer Green Pre-School

Emmer Green Youth & Community Centre, Grove Road, Emmer Green, Reading, Berkshire, RG4 8LN



## Inspection date

26 April 2018

Previous inspection date

10 July 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 welcoming and nurturing. They form secure bonds with children and respond well to their needs and interests. Children show good levels of confidence and self-esteem, and readily approach adults to involve them in their play.
- The key-person system is effective. Key staff keep parents informed of children's learning and development, and parents know how they may support children's learning at home.
- Staff liaise closely with parents and work sensitively with children to promote good behaviour both in the setting and at home.
- Staff regularly evaluate the provision and improve on opportunities for children's learning. For example, routines have been adapted to allow more focused opportunities to support children's developmental next steps.
- Children make good developmental progress from their starting points, including those who have special educational needs (SEN) and/or disabilities. Staff work effectively with parents and other professionals to ensure consistency of support.

### It is not yet outstanding because:

- Although staff monitor individual children's progress carefully, the manager does not precisely track groups of children to identify swiftly any differences in attainment.
- Staff miss some opportunities to develop children's understanding of mathematical concepts through everyday interactions.

## What the setting needs to do to improve further

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

- make better use of assessments to monitor groups of children's progress to ensure any differences in attainment are identified and quickly addressed
- increase opportunities to support children's understanding of numbers, shapes, space and measurement.

### Inspection activities

- The inspector spoke to parents and took account of their views.
- The inspector carried out a joint observation of an activity with the manager and evaluated it together.
- The inspector sampled a range of documentation, including staff qualifications and suitability checks, policies and children's records.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector held a meeting with the manager and chair of the committee.

### Inspector

Gillian Herring

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are confident of the procedures to follow if they identify a concern regarding a child's welfare, or an adult's behaviour. Recruitment systems are robust and regular checks are undertaken to check the ongoing suitability of staff. Risk assessments for the setting are relevant, known to staff and adhered to in practice. The committee is supportive of staff undertaking qualifications and managers make best use of accessible training. For example, following a conference attended, yoga was recently trialled to support children's physical development. Staff and children reportedly found it enjoyable and calming.

### Quality of teaching, learning and assessment is good

Staff have excellent communication with parents and carry out accurate assessments of individual children's progress. Staff implement effective plans to support children's next stage of learning in the setting and encourage parents to continue this at home. The manager monitors children's development to ensure they continue to make good progress. Staff actively promote children's communication and language skills through skilful interactions and, for example, allow children time to think and respond to their questions. Staff encourage children to predict outcomes, for example, what colour two different coloured paints will make. Staff recognise and consolidate new vocabulary. For example, a child describes the paint as 'slushy' and staff respond, 'Yes, it is slushy. Slushy, that's a really good word.'

### Personal development, behaviour and welfare are good

Staff are welcoming and sensitive to children's needs, and children form secure attachments with key carers. Children behave well and staff work closely with parents to apply a consistent approach to behaviour management, helping children to learn how to express their feelings appropriately. Children are encouraged to be independent in managing their own personal needs, such as toileting and handwashing. They recognise the importance of healthy practices. For example, children know that they use hand gel before eating snacks to make sure their hands are clean. Staff talk to children about the importance of eating healthily. Children have plenty of opportunities for fresh air and physical exercise.

### Outcomes for children are good

Children make good progress from their starting points, including those who have SEN and/or disabilities. Staff encourage children to be independent in preparation for school, and children demonstrate confidence and perseverance when undertaking new challenges. For example, children show focus and determination as they cut a cucumber to share. They show great delight when they had finished, exclaiming, 'I did it!' Other children concentrate on doing up their coats. When they achieve this, they point at each other's coats smiling and saying, 'There,' demonstrating pride in their achievements.

## Setting details

<b>Unique reference number</b>	116826
<b>Local authority</b>	Reading
<b>Inspection number</b>	1126687
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	46
<b>Name of registered person</b>	Emmer Green Pre-School Committee
<b>Registered person unique reference number</b>	RP911585
<b>Date of previous inspection</b>	10 July 2015
<b>Telephone number</b>	01189015506

Emmer Green Pre-School registered in 1965. It operates from the Youth and Community Centre in Emmer Green, near Reading, Berkshire. The pre-school is open Monday, Tuesday, Wednesday and Friday during term times only. Operating hours are from 9am to 3pm. The pre-school employs 11 staff. Of these, nine hold appropriate early years qualifications. The pre-school receives 15 hours of universal funding for the provision of free early education to children aged two, three and four years.

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