

Old Windsor Pre-School

Memorial Hall, Straight Road, Old Windsor, Windsor, Berkshire SL4 2RN



Inspection date	8 January 2019
Previous inspection date	8 January 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
Effectiveness of 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 children's progress very effectively and identifies areas where practice can be strengthened to help children who are underachieving in specific skills. For example, she is working with parents to support children to hone their listening skills.
- Staff are particularly good at developing children's enthusiasm for exercise and keeping their bodies healthy. Children learn about different muscles as they carry out warm-up and cool-down exercises. They thoroughly enjoy running a mile each day and become increasingly skilled at changing their clothes for games sessions.
- Staff have a thorough understanding of each child's interests and abilities as a result of their regular, precise assessments and good information-sharing with parents. They use this information to skilfully plan interesting and challenging experiences for children.
- Children are making good progress in their learning and are well prepared socially, emotionally and academically for school and other activities in their community.
- On occasion, some most-able children distract others in group activities because they are not sufficiently challenged.
- Staff do not take full advantage of the opportunities that arise to encourage children to think creatively about the world around them, why things happen and how things work.

What the setting needs to do to improve further

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

- make fuller use of opportunities to challenge most-able children to help them remain attentive and make even more rapid progress in their learning
- encourage children to think more about what they are doing, to help them identify why things happen, how things work and how to solve problems for themselves.

Inspection activities

- The inspector observed, listened to and talked with children as they played indoors, and during outdoor play.
- The inspector talked with parents, carers and committee members. She listened to their views about the pre-school and the 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 contributes to children's learning and development.

Inspector

Helen Robinshaw

Inspection findings

Effectiveness of leadership and management is good

An experienced manager and professional pre-school committee evaluate and underpin everyday practice with up-to-date guidance, policies and procedures. For example, all members of staff hold current training in paediatric first aid and follow well-thought-out risk assessments to help keep children safe. Children learn to manage risks safely, such as using knives to prepare food and toasting marshmallows over an open fire. Safeguarding is effective. The manager checks that staff know how to recognise and respond promptly to any concerns they may have about a child's safety or welfare. Committee members understand their roles and responsibilities. They bring a wide range of experience and have useful links with the wider community, such as schools.

Quality of teaching, learning and assessment is good

The manager ensures that her well-qualified and highly experienced staff continue to raise the quality of their practice to even higher levels. Staff share new ideas from training they have undertaken and work together to improve children's skills, such as developing their confidence and ability to re-tell stories. Children know favourite stories well enough to talk about the characters and what happens next. Staff are very successful in making every child feel valued. They ensure that all children, including those with special educational needs and/or disabilities, have the preparation and time they need to share their views and be fully included in games and discussions.

Personal development, behaviour and welfare are good

Children are extremely confident when entering the pre-school. They are very secure in the presence of every member of staff and quickly find areas of play that capture their imaginations and curiosity to explore. Staff consistently model the high standards of behaviour, courtesy and kindness they expect, and children copy them. Children play well together and choose to mix with different friends and try out different activities. Staff treat parents, grandparents and childminders with equal respect and have an in-depth knowledge of the children in their care. Carers say that this helps enormously in providing continuity in meeting children's individual needs.

Outcomes for children are good

Children thrive during their short time at the pre-school. All children are well prepared for the next stage in their learning. For instance, they develop very good levels of independence in managing their belongings, choosing healthy snacks and tidying away after themselves. Children know they are part of a wider community and that their freedom to enjoy different parts of that community comes with responsibilities. They are friendly and polite to people they meet and know why they follow rules to move safely from one location to another. Children's mathematical skills are very well developed, and children thoroughly enjoy participating in stories, songs, rhymes and plays.

Setting details

Unique reference number	108437
Local authority	Windsor and Maidenhead
Inspection number	10080444
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	3 - 4
Total number of places	30
Number of children on roll	26
Name of registered person	Old Windsor Pre-school Committee
Registered person unique reference number	RP522812
Date of previous inspection	8 January 2018
Telephone number	01753 859328

Old Windsor Pre-School registered in 1992. It opens each weekday during term times and sessions run from 9am until midday. There is a lunch club from midday to 1pm on Tuesdays. The pre-school is in receipt of funding to provide free early education for children aged three and four years. There are six members of staff, five of whom hold relevant qualifications at level 3.

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