

# Finches Preschool

The Memorial Hall, The Village, Finchampstead, Wokingham, Berkshire  
RG40 4JU



<b>Inspection date</b>	11 January 2019
Previous inspection date	29 February 2016

<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 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 leads the pre-school well and supports staff effectively in their professional development. She and the staff are enthusiastic and keen to continually improve children's outcomes.
- Children are settled and content. They develop strong attachments with staff and show that they feel safe and comfortable. They receive lots of praise and support, and develop good levels of self-esteem and confidence. There is a happy atmosphere in the pre-school.
- Staff know children very well. They use their knowledge of children's next steps to plan activities that help them make good progress in their learning and development. All children are achieving well.
- Children behave well and are supported to develop a good understanding of how to lead a healthy lifestyle, such as how to brush their teeth properly.
- Staff encourage children to choose activities and resources that interest them. This helps to promote their independence and engagement in learning. Children develop particularly good communication and language skills.
- On occasion, staff do not support children well enough to think through their ideas and extend their problem-solving skills.
- Staff do not consistently encourage children to practise their early writing skills when chances arise.

## What the setting needs to do to improve further

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

- increase opportunities for children to extend their thinking and problem-solving skills
- encourage children more consistently to develop their early writing skills.

### Inspection activities

- The inspector observed the quality of teaching during activities inside and outside and assessed the impact this has on children's learning and development.
- The inspector held discussions with members of the committee, the manager, staff, children and parents.
- The inspector carried out a joint observation with the manager.
- The inspector sampled a range of documentation, including staff files and children's assessment folders.

### Inspector

Margaret Davie

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff have a clear understanding of the possible signs and symptoms that may indicate a child is at risk of harm. They are confident about the action to take if they have any concerns about a child's welfare to help keep them safe. Robust recruitment, vetting and induction processes are followed to make sure staff are suitable to be in contact with children and know and understand their roles and responsibilities. The manager has good systems in place for the supervision and ongoing training of staff. For example, staff have attended training to help them further support children's communication and language skills. They now plan short 10 minute activities during every session to help those children who would benefit from a little bit of extra support in this area of their learning. The manager evaluates the provision effectively. She knows the setting's strengths and areas for improvement. This becomes evident when she talks about her plans to provide more large play equipment to further develop children's physical skills.

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

Staff work in effective partnership with parents to gain a clear understanding of children's starting points. This helps them to build effectively on children's prior knowledge and skills. Parents speak highly of the pre-school. They receive a range of good information to keep them up to date with their child's progress, and to help them support their child's learning at home. Staff plan activities in accordance with children's next steps and interests. For instance, children make snowflakes to develop their skills when using scissors. They enjoy discussing pictures of snowflakes and excitedly comment that their folded piece of paper looks like a 'taco'. Staff join in children's play to support and extend their learning, such as when they link children's knowledge of their radiators getting warm at home to what happens when ice melts.

### Personal development, behaviour and welfare are good

Staff are good role models to children. They encourage children to be kind and helpful toward each other. This becomes apparent when they sensitively support children to give some play dough to a friend who has none to play with. Children bring photographs of special celebrations into the setting for others to see and discuss. This helps them to remember and talk about significant experiences in their lives and to learn about similarities and differences between themselves and others. Children get plenty of fresh air and exercise as they play outside in the small outdoor area and visit the nearby playground. This contributes to their well-being.

### Outcomes for children are good

All children, including those for whom the pre-school is in receipt of funding, make good progress in their learning and development, given their starting points. They recognise their names on building bricks and serve themselves at snack time. They learn about how to keep safe, such as when they use scissors. They sing songs with enthusiasm and use their imaginations well, for example, they say, 'brrr' and pretend to shiver when singing about the cold wind outside. Children are well prepared for the next steps in their learning, including school.

## Setting details

<b>Unique reference number</b>	148685
<b>Local authority</b>	Wokingham
<b>Inspection number</b>	10066978
<b>Type of provision</b>	Sessional day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	10
<b>Name of registered person</b>	Finches Pre-School, Finchampstead Committee
<b>Registered person unique reference number</b>	RP518208
<b>Date of previous inspection</b>	29 February 2016
<b>Telephone number</b>	07783153665 (sessions)

Finches Preschool opened in 1995 and registered in 2001. The pre-school is situated in Finchampstead, Berkshire. It is open on weekdays during school terms. Sessions run from 9.15am until 12.15pm and from 1pm until 3.15pm on Mondays and from 9.15am until 12.15pm on Tuesday to Friday. There is a lunch club on Monday to Friday from 12.15pm until 1pm. The pre-school committee employs five members of staff. Of these, one holds qualified teacher status, one holds an appropriate qualification at level 6 and two at level 3. The pre-school receives funding for the provision of free early education for children aged two, three and four years.

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