

Purley Pre-School

Long Lane Primary School, Long Lane, Tilehurst, Reading RG31 6YG



Inspection date	20 March 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 management team and staff provide an inclusive environment. They value children's home culture and effectively support their bilingual skills. Children learn about communities and develop their understanding and respect for the differences between themselves and other people.
- Staff provide children with a stimulating learning environment that reflects the different areas of learning successfully. For example, children enjoy learning about the life cycle of animals and are especially excited to care for and learn about a chicken for the day.
- Children are successful independent learners and make confident decisions as they lead their play. They gain a wealth of useful skills that prepare them well for their future learning and starting school.
- The management team and staff are committed to providing good-quality care and learning for children. They consistently reflect on the service they provide and seek the views of parents and children to drive further improvements.
- Parents speak highly about the quality of the pre-school and are pleased with the progress their children make. Staff keep parents fully informed about their children's learning.
- Leaders do not fully enhance staff's ongoing wider professional development to raise knowledge and skills and help every child to achieve the highest possible outcomes.
- Systems to monitor and improve staff's performance are not sharply focused enough on improving their practice to a higher level.

What the setting needs to do to improve further

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

- enhance staff training and professional development opportunities to ensure they offer quality learning and broader development experiences to help improve children's outcomes further
- develop the use of monitoring and the reflection of staff's performance and focus more precisely on improving practice to the highest levels.

Inspection activities

- This inspection was carried out as part of a risk assessment process.
- The inspector observed activities in the two main base rooms and garden. She talked to staff about the progress individual children are making.
- The inspector carried out a joint observation with the manager and checked evidence of the suitability and qualifications of staff working with children.
- The inspector looked at relevant documentation, including planning and a selection of the setting's procedures and children's records.
- The inspector held meetings with the manager and the chairperson of the committee. She spoke with staff and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to during the inspection.

Inspector

Anneliese Fox-Jones

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff understand child protection issues, minimise hazards well and monitor access to the pre-school stringently. Staff complete regular training to help them implement safeguarding procedures and protect children from harm. For example, staff have reviewed their understanding of how to protect children against extreme views and behaviours which may put them at risk. Recruitment procedures are strong and staff have regular staff meetings to generally update their knowledge. Leaders accurately monitor the progress that children make in their development to ensure that any gaps in learning are quickly identified and addressed. Staff develop good partnerships with the local schools and other professionals. This helps to support a consistent approach to children's learning and development.

Quality of teaching, learning and assessment is good

The staff regularly observe children and make accurate assessments of their development. They use this information well to shape children's learning experiences and help children to successfully achieve the next steps in their learning. Staff skilfully engage with children during the activities and ask questions to help extend their learning. Staff use effective communication to support and extend younger children's growing language skills. Older children articulate their ideas clearly and confidently. Pre-school children focus as they explore what colours they can make with different paints and learn how to cut safely with scissors. Staff inform parents about children's progress through, for instance, parents' evenings and progress reports.

Personal development, behaviour and welfare are good

Staff are friendly and nurturing and children form close attachments to them. Children are happy and settled. Staff are good role models and work with parents to support children's emotional well-being. Children learn about the benefits of a healthy lifestyle through routines, activities and discussions with staff. They have plenty of opportunities to enjoy exercise in the fresh air each day. Children thrive in the outdoor areas. They take risks as they climb on large play equipment and use their imaginations during sand play and as they plan their journeys on tricycles. Children learn how to care for living things as they handle a chicken and explore nature and life cycles as they observe insects and tadpoles. Children display their good understanding of the world and correctly identify that eggs come from chickens. They especially show delight when the chicken lays an egg in the pre-school.

Outcomes for children are good

Children progress well in their learning in relation to their starting points. They are keen learners who behave well. Pre-school children listen, show good focus and play collaboratively. They confidently explore, test out their ideas and solve problems while constructing with various building shapes and materials. Children have good opportunities to develop their early literacy skills. For example, they can find their name, listen attentively to stories and enjoy learning about letters and their sounds during phonic sessions. Younger children use their good imaginations freely as they play, for example pretending to visit different places on a bus.

Setting details

Unique reference number	EY549215
Local authority	West Berkshire
Inspection number	10100124
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	30
Number of children on roll	53
Name of registered person	Purley Pre-school Committee
Registered person unique reference number	RP524425
Date of previous inspection	Not applicable
Telephone number	07504 831149

Purley Pre-School originally registered in 1992 and re-registered in 2017. It is based in Purley-on-Thames, Reading. The pre-school is open five days a week during term time from 8.45am to 3.15pm. It provides funded early education for two-, three- and four-year-old children. The pre-school employs 10 members of staff. Of these, six hold appropriate early years qualifications at level 3.

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