

# The Little Owl Pre School



Reading Scout & Guide Headquarters, 163 Northcourt Avenue, Reading  
RG2 7HG

<b>Inspection date</b>	26 June 2019		
Previous inspection date	12 December 2018		
<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Requires improvement	<b>2</b> 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 pre-school environment is welcoming, bright and well resourced. Staff provide children with nurturing support, encouragement and praise. Children arrive happy and eager to play.
- All children, including those who speak English as an additional language, make good progress. Staff accurately assess individual children's achievements and plan stimulating activities that meet their learning needs.
- Children behave well. Staff are positive role models and help children follow rules and boundaries. Children are consistently kind and considerate towards each other.
- Partnerships with parents are effective. Parents receive ongoing information about their children's learning. Staff provide activities to help parents to support children's learning at home, such as to promote their language and communication skills.
- The manager and the committee are determined to provide the best possible care and education for all children. They reflect carefully on the quality of provision. They identify the pre-school's strengths and key areas for development. They have taken effective action to improve this area since the last inspection.
- Staff do not use the tracking systems consistently well to help them to identify the progress of groups of children and close any gaps in learning.
- The programme of professional development is not highly focused to target the development of staff, to raise the quality of teaching even more.

## **What the setting needs to do to improve further**

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

- ensure staff use the tracking system consistently well to help them to identify the progress of groups of children and close any gaps in learning
- target continuous professional development opportunities for staff more precisely to help ensure teaching skills improve even further.

### **Inspection activities**

- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held meetings with the manager and the chairperson of the committee, and spoke to staff and children.
- The inspector completed several joint observations with the pre-school manager.
- The inspector sampled a range of documentation, including children's records, safeguarding procedures, written policies and procedures.
- The inspector took account of the views of parents spoken to during the inspection.

#### **Inspector**

Eileen Chadwick

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff clearly understand their responsibility to keep children safe and know the procedures to follow if they have concerns about their welfare. Since the last inspection, the manager has improved staff supervision arrangements. She systematically monitors staff practice and supports staff to improve their performance. They regularly access training targeted to support the welfare needs of children. For example, some staff have attended behaviour management training and this has led to their consistently good management of children's behaviour. Staff now attend area network meetings to share good practice in matters, such as meeting the needs of children aged two years.

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

Staff provide a stimulating environment which engages children of all ages. Staff hold conversations with them and introduce new vocabulary during play. Staff show delight when a child masters a new skill, such as when younger children successfully negotiate steps and jump from small heights. Staff enable children to develop problem-solving skills. For instance, pre-school children use large construction materials to create the best structures to enable toy cars to travel down slopes. Staff effectively stimulate children's interest in mathematics. For example, they show the children how to make chalk lines to compare how far their toy cars have travelled. Additional funding is used well. For instance, extra staff support has enriched children's social, language and physical skills.

### Personal development, behaviour and welfare are good

Staff undertake thorough risk assessments of the indoor and outdoor environments to keep children safe. They ensure the pre-school is happy and calm and make effective use of group times to remind children of their golden rules. They help children learn about the importance of a healthy lifestyle. For example, they provide healthy snacks and talk to children about the benefits of a good diet. Children quickly manage own their personal care needs and develop a good understanding of hygiene. They have many opportunities to be physically active, such as in the well-equipped outdoor area.

### Outcomes for children are good

Children are well prepared for the next stage in their learning, including school. They are enthusiastic learners and express themselves successfully to staff and friends alike. Children of all ages enjoy books and use a wide range of different media to make marks. Pre-school children recognise some sounds that represent letters and are beginning to write simple words. They do well in mathematics. For example, older children can often count accurately to beyond 10 and are able to do simple calculations. Children enjoy pretend play, such as when younger children bath their 'babies' during water play.

## Setting details

<b>Unique reference number</b>	EY539223
<b>Local authority</b>	Reading
<b>Inspection number</b>	10090693
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	33
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	The Little Owl Pre-School Committee
<b>Registered person unique reference number</b>	RP519706
<b>Date of previous inspection</b>	12 December 2018
<b>Telephone number</b>	07958598106

The Little Owl Pre School registered in 2016. It operates from Reading Scout and Guide Headquarters in Reading, Berkshire. There are eight members of staff who work with the children. Of these, five hold relevant early years qualifications at level 3 or above. The pre-school opens during term time only from 9.30am until 12.30pm on weekdays and also offers a lunch club from 12.15pm to 1.15pm on Tuesday, Wednesday and Thursday. The pre-school provides funded early education for two-, three- and four-year-old children.

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