

Inspection of Chieveley Pre-School

Chieveley Cp School, School Road, Chieveley, Newbury RG20 8TY

Inspection date: 17 December 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children play and learn in a welcoming, secure and very attractive environment. They form strong bonds with their key persons, which helps them to feel happy and safe. For example, children cuddled up on adults' laps during circle time and snuggled in when reading books in the cosy reading area. Children develop good independence in their self-care skills. They serve themselves from a selection of healthy snacks and know to tidy away their plates and cups when they are finished. Staff support them well to learn how to dress themselves. For instance, they helped children learn how to do up the zippers on their coats when dressing for outdoor play.

Staff have high expectations of each child, including those in need of additional support and those for whom the setting receives extra funding. Overall, staff interact positively with children to support their learning, such as through effective questioning. This supports children well to develop their language and communication skills.

Children enjoy each other's company. They take turns and share appropriately. For example, a group of children happily explored the stacking dolls, helping each other to count how many they had and to look for the missing one. They chatted as they played and spontaneously sang a Christmas song together.

What does the early years setting do well and what does it need to do better?

- Staff know the children well. Overall, they use this information effectively to plan a broad curriculum to help children gain the skills and knowledge they need for their future learning. However, at times some adult-led group activities do not focus precisely on the needs of the youngest children taking part. This limits younger children's participation and learning.
- Children's behaviour is good. Staff provide them with strong role models and share consistent messages about the pre-school rules with them. Children learn to respect the needs of others. For example, they learn about democracy when they vote to select a story.
- Staff praise children's achievements regularly and encourage them to value their individual uniqueness. This helps children to develop a good sense of self-esteem and confidence in their own abilities. Children are learning to listen and to follow instructions, which prepares them well for school.
- Staff work in close partnership with parents and other professionals to support children who need additional help. They seek support from outside agencies when necessary to help children do well.
- The manager uses additional funding, such as early years pupil premium, effectively to broaden the experiences available to children. For example,

children enjoy music and singing sessions with a visiting outside provider, which enhances their development well.

- Older children develop good mathematical skills. They confidently count in sequence up to five and many can count well beyond this number. They are beginning to recognise numbers and understand simple calculations. This was demonstrated well when children worked out how many more sugar cubes they needed to fill in pictures of penguins. Younger children develop their sensory skills as they are inspired to explore the texture of ice and foam. They enjoyed the feel of the foam on their hands.
- Parents report that they are very pleased with the care provided for their children. They find staff friendly and welcoming, and say that their children enjoy attending the pre-school. Staff share a range of information with them in newsletters, room displays and through regular discussions. However, they do not consistently provide parents with information about the next steps in their child's learning, which restricts how well they can support these at home.
- The newly appointed manager, staff and parent committee work successfully together as a team to promote good outcomes for children. The management team follows robust recruitment procedures to help check that staff are suitable to work with children.
- Staff feel well supported in their roles. They have good opportunities to attend training for their continued professional development. For instance, they recently attended training that has helped them feel more more confident about how to support children with additional needs.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a clear understanding of their role in safeguarding children. They are familiar with the pre-school's safeguarding procedures and attend regular training to keep their knowledge and skills up to date. They know the signs that may indicate a child is at risk of harm and what to do if they have any concerns. Staff keep clear records of any concerns and are aware of the importance of escalating these in a timely manner. This means that children who are at risk of harm can quickly receive any needed support.

What does the setting need to do to improve?

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

- refine the planning of group activities to ensure that they are precisely adapted to meet the needs of younger children to support their learning further
- provide parents with more information about their child's next steps and how they can support these at home.

Setting details

Unique reference number	EY544970
Local authority	West Berkshire
Inspection number	10130545
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	27
Number of children on roll	35
Name of registered person	Chieveley Pre-School
Registered person unique reference number	RP524415
Telephone number	07511098720
Date of previous inspection	Not applicable

Information about this early years setting

Chieveley Pre-School registered in 2017. It is located on the site of Chieveley Primary School in Chieveley, Berkshire. The pre-school is open on Monday to Thursday during term time. Sessions are from 8.45am until 3.15pm. The pre-school receives funding for the provision of free education for two-, three- and four-year-old children. It employs four staff. Of these, three hold appropriate childcare qualifications at level 3. The pre-school also employs two bank staff, one of whom holds qualified teacher status.

Information about this inspection

Inspector

Margaret Davie

Inspection activities

- The inspector conducted a learning walk with the manager and discussed how the curriculum is planned.
- The manager and the inspector conducted a joint observation and the inspector tracked the experiences of some children.
- The inspector observed staff interactions with children indoors and outdoors. She assessed the impact of teaching on children's learning and development.
- The inspector took account of parents' verbal and written feedback.
- The inspector sampled documentation, including evidence of staff suitability checks.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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