

# Inspection of Earleybird Pre-School

The Terrapin, Hawkedon School Grounds, Hawkedon Way, Lower Earley, Reading,  
Berkshire RG6 3AP

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Inspection date: 17 November 2021

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

Children are greeted enthusiastically by staff as they arrive at the warm and welcoming pre-school. The manager and staff have high expectations for children and are committed to providing an inclusive environment. The key-person system is securely in place and staff have a good knowledge of the children in their care. Children build warm, trusting relationships with their key person and show good levels of emotional well-being.

Children demonstrate a positive attitude to their learning and behave very well. Their emotional well-being is well supported. They manage their own feelings effectively and take part in activities with enthusiasm and excitement. Children demonstrate good levels of resilience as they approach each opportunity with a can-do attitude and try again if they struggle the first time. For example, when they struggle to put on their coats, staff reassure them that they can do it and praise them when they succeed. Children happily share and take turns, play alongside others very well and are extremely polite. They demonstrate respect for the staff and their peers.

Children make good progress in their learning. They benefit from a good range of activities to support their balance and coordination. In the garden, children walk across wooden planks and hold out their arms to balance. Younger children hold on to a member of staff's hand for support when necessary.

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

- The dedicated manager is supported well by her strong staff team. Together, they know the children very well and assess their development precisely. The curriculum is ambitious and designed well to prepare children for the next stages in their learning.
- Children with special educational needs and/or disabilities (SEND) are supported well. The manager uses additional funding to provide one-to-one time with staff. Children with SEND are given high levels of attention and the support they need. The manager works closely with the special educational needs coordinator, other professionals and parents. Together, they put targeted plans in place to help children with SEND to progress in their development.
- Partnerships with parents are good. Home visits enable staff to gather information about children before they start attending, including what they know and can do. This enables staff to plan for children's learning from the outset. Parents comment that they are extremely satisfied with the service provided and with the good progress that their children are making.
- Overall, children benefit from many opportunities to support their communication and language skills. Throughout activities, staff provide a

commentary, model good conversational skills and introduce new vocabulary. Most children are vocal and repeat familiar words and phrases in response to the staff's warm interactions. However, staff are not always quick to identify when the quieter and less confident children need further support to engage fully in their play, learning and conversations.

- Staff successfully promote children's good health and well-being. They teach them about good hygiene practices and ensure they benefit from regular physical activity, for example through weekly visits from a football coach. Children enjoy healthy snacks and learn about the importance of oral health through enjoyable activities. For example, they practise brushing teeth on toy dinosaurs and crocodiles and talk about the importance of visiting the dentist.
- Staff use their interactions with children to support, guide and extend children's learning. For example, when children identify a koala bear in the role play area, staff ask them where these animals come from. When children cannot answer, staff explain that they come from Australia. Staff extend children's knowledge by using a globe to show them Australia. Children use a magnifying glass to enlarge the country and excitedly tell staff that they have found a koala bear on the globe.
- Leaders monitor staff regularly and observe them in their role. They make suggestions as to how staff can improve their practice. Overall, leaders plan targeted training opportunities to help staff develop their knowledge and skills. However, there is scope for even further development in some areas, to ensure that staff knowledge is at the highest level.

## Safeguarding

The arrangements for safeguarding are effective.

Staff are knowledgeable about child protection matters. They fully understand how to keep children safe and can confidently identify the possible signs that a child may be at risk. Staff keep their knowledge up to date by attending regular training and discussing a variety of scenarios about safeguarding. Thorough procedures and checks are in place for the recruitment of suitable staff. New staff receive a clear induction before they start to ensure that they fully understand their roles and responsibilities. This helps to keep children safe.

## What does the setting need to do to improve?

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

- give the quieter and less confident children the support they need to always engage fully in their learning
- continue to build on the programme of staff training so that their knowledge is constantly improving to the highest level.

## Setting details

<b>Unique reference number</b>	148652
<b>Local authority</b>	Wokingham
<b>Inspection number</b>	10209319
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	45
<b>Number of children on roll</b>	53
<b>Name of registered person</b>	Earleybird Pre-School Committee
<b>Registered person unique reference number</b>	RP524304
<b>Telephone number</b>	07986440308
<b>Date of previous inspection</b>	14 March 2017

## Information about this early years setting

Earleybird Pre-School registered in 1992. It is located in the grounds of Hawkedon Primary School, in Lower Earley, near Reading. The pre-school opens each weekday during school term time. Sessions are from 9am to 3.15pm. The setting receives funding to provide free early education for children aged two, three and four years. There are 12 staff who work with the children. The manager holds a level 6 qualification, six staff are qualified at level 3 and one member of staff holds a qualification at level 2.

## Information about this inspection

### Inspector

Ingrid Howell

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The manager and the inspector completed a learning walk together and discussed how the curriculum is organised.
- The inspector carried out a joint observation with the manager and discussed the quality of teaching.
- The inspector asked staff questions throughout the inspection to establish their understanding of how to safeguard children, and how they assess and plan for children's learning.
- The inspector observed the interactions between staff and the children and considered the impact on children's learning.

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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