

Inspection of Little Owls Community Preschool

53 Cambridge Road, Owlsmoor, Sandhurst, Berkshire GU47 0SZ

Inspection date: 16 March 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 enjoy their time at the pre-school. They smile and chat to their friends as they confidently arrive and are warmly welcomed by staff. Children are eager to get involved and ready to learn. They make good progress through accessing a well-planned curriculum. Staff get to know children well. They plan effectively to support their individual needs and interests. Children concentrate on their chosen activities and demonstrate that they remember what they have learned. They talk about the different foods they have eaten for snack. Older children discuss their knowledge of food groups and having a balanced diet. They use new vocabulary, such as 'carbohydrate', as they have fun listing all the foods they know in this group.

Children behave well. They are kind and polite to each other. Children create an enormous drawing together on paper on the floor. They lie down and focus on the marks they make. Children say please and thank you as they take turns to use the different coloured pens. They organise the resources among themselves and encourage other children to join in. Children make positive comments about each other's pictures. They draw faces and describe the expressions as 'grumpy' and 'excited', using their knowledge of the language of emotions. They enjoy working together and demonstrate they are proud of their achievements.

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

- Staff provide children with plenty of opportunities to be active. Children giggle and jump up and down as they copy a staff member enthusiastically leading a fitness routine. Outside in the garden, children move around playing chasing games. They balance on springy stepping stones and wobbly wooden ramps. Children develop their core strength and benefit from plenty of fresh air and exercise.
- Staff engage in meaningful conversations with children. They enhance their understanding of the world around them. Staff teach children about the different types of buildings that people live in. Children are keen to talk about their own homes and families as they draw pictures. Staff support children to develop an understanding of what makes them similar and different to others.
- Children develop the strength in their hands. They explore ways to manipulate play dough. They practise using pincers and carefully cutting with scissors. This supports their fine motor skills and prepares them well for writing when they eventually move to school.
- Staff encourage children to develop a love for books. Children enjoy looking at books independently and with their friends. Staff read to children throughout the day. They use props and puppets to support children's understanding. They pause to let children fill in the missing words to familiar stories. However, on

occasions, staff's arrangement of group story times does not ensure all children are kept engaged and involved.

- Staff form good relationships with parents. They share information about children's progress and ideas to continue their learning at home. For instance, staff send books home for parents to read to children. They support them to help children with toilet training and managing behaviour.
- The manager uses additional funding thoughtfully to provide children with experiences they may not usually access. For example, she arranges sports coaching sessions to help build children's confidence. The manager organises a visit from a mobile farm to introduce farm animals to children that may have never encountered them.
- Staff support children to carry out tasks for themselves. At snack time, children wash their hands and collect their own plates and cups. They find their own place mats and work together to set the table. Staff use the opportunity to support children's growing independence. They sing to children as they wait for snack to be served. However, children wait for a long time, which delays them in returning to their play.
- The manager ensures staff have the skills and knowledge to identify gaps in children's learning or delays in development. They work together to put in place effective strategies to help those that need it. The manager seeks swift support from external agencies, where necessary. Staff have high expectations for children. They work hard to help all children achieve the best possible outcomes.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is of the highest priority in this pre-school. All staff are well trained and understand their roles and responsibilities in keeping children safe from harm. They understand the reporting procedures they must follow if they are concerned about the welfare of a child, or the conduct of other staff members. Staff have knowledge of the signs and symptoms that a child may be at risk from abuse. The setting is risk assessed to ensure hazards to children are minimised. Children learn to manage their own risk in the garden. They figure out how to safely get up and down the climbing equipment with support from staff.

What does the setting need to do to improve?

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

- improve further the organisation of snack time, so that children do not have to wait for long periods and their play is not disrupted
- strengthen the implementation of group activities, such as story time, to fully engage all children.

Setting details

Unique reference number	119250
Local authority	Bracknell Forest
Inspection number	10228193
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	43
Name of registered person	Owlsmoor Pre School C.I.C.
Registered person unique reference number	RP523049
Telephone number	01344 761919
Date of previous inspection	7 December 2016

Information about this early years setting

Little Owls Community Preschool registered in 1992 and operates from a purpose-built building in the area of Owlsmoor, Berkshire. The pre-school is open each weekday from 9am to 3pm, term time only. The provider receives funding to provide free early education for children aged two, three and four years. There are 13 staff; of these, eight hold appropriate early years qualifications at level 3 or above. This includes a member of staff who has early years professional status.

Information about this inspection

Inspector

Alice M Roberts

Inspection activities

- This was the first routine inspection the preschool received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the pre-school.
- The manager and the inspector completed a learning walk and discussed the early years curriculum.
- Parents spoke with the inspector and shared their views of the pre-school.
- The manager and the inspector carried out a joint observation of a group activity.
- The inspector had a conversation with the manager about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having 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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