

# Inspection of Westborough Preschool

Baptist Church, 100 Westborough Road, Maidenhead SL6 4AT

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Inspection date: 30 March 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Good

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children have the most wonderful time at this inspirational pre-school. They benefit immensely from a highly ambitious, challenging and exciting curriculum. Children make incredible progress and develop a genuine love of learning. They have exceptionally positive relationships with their peers and develop strong attachments to adults who care for them. Children are highly motivated and eager to learn.

Children form close and loving bonds with their key person. This allows them to truly flourish and feel safe and secure. Since the COVID-19 pandemic, children receive enriching experiences to significantly support their emotional well-being. For example, they spend time talking to staff about the feelings of characters in stories and learn new words to describe these. As a result, children have extensive an vocabulary to skilfully express their own emotions.

Older children thoroughly enjoy learning early phonics and developing their literacy skills. They delight in sharing the photographs they have created containing items beginning with the same letter. Children talk extremely confidently about their chosen objects of wedding dresses, giant wings and windows. They compliment and praise each other's creations. Children listen intently to one another and politely take turns to speak. They are impeccably considerate and kind towards their friends.

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

- Leaders and staff have designed an ambitious curriculum that ensures every child has the best possible start to their education. They consistently evaluate and monitor the effectiveness of the provision, staff practice and children's progress. As a result, leaders identify how they can strive for continuous improvement.
- Leaders ensure that staff access training that aligns with meeting the needs of the children. For example, recent training in children's brain development supports staff to gain a thorough understanding of the time it takes children to process thoughts. They use this new knowledge to enhance highly purposeful interactions with children. As a result, staff give them time to respond to questions to develop their critical thinking skills.
- Staff enthusiastically support children to have excellent opportunities to freely access books, share stories and develop a love for reading. Children are deeply absorbed and listen well as staff read exciting, familiar stories. Staff skilfully ask children questions and explore their understanding of the story and characters. Children look at books independently and take them home to share with their parents every day.
- Leaders place communication and language at the heart of the curriculum. They

understand the importance of children developing a rich and varied vocabulary. They recognise the impact this has on children making the very best progress. Staff expertly teach children words that are not commonly used in everyday interactions, such as 'gruesome' and 'transporting'. They set children and parents the challenge to use these words at home and in their conversations throughout the day.

- Children benefit immensely from a broad and varied range of activities. For example, they develop their core strength as they balance on wooden blocks around the room. Children count, estimate and make patterns with coloured bears as they delicately pick them up with pincers. They joyfully draw their favourite sea creatures from a book they enjoy, and take pride in describing that they have made an 'anemone'.
- Staff provide excellent support for children with special educational needs and/or disabilities. They ensure that emerging needs or gaps in learning are identified swiftly and effective help is put in place. Staff use picture cards and are highly effective in promoting sign language to support children's speech. Leaders and staff show exceptional dedication and passion to maintaining the best outcomes for all children.
- Staff arrange an incredibly inviting and charming experience for children to enjoy their snack time. The whole pre-school transforms into a calm and relaxed space. Children sit together in small groups with their key person. Staff use the opportunity to engage children in meaningful conversations and purposeful learning. One group practises their hand-to-eye coordination as they pass jugs to each other and carefully pour drinks. Another group investigates and learns detailed information about the inside of an apple core. Staff utilise every moment to deliver high-quality teaching and ensure that children are continuously learning.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have an excellent knowledge of how to keep children safe from harm. They know how to identify and report any concerns they may have about a child's welfare. Leaders ensure that staff are kept up to date with regular training, and this is reviewed through regular staff meetings and supervisions. Staff know what to do if they have concerns about a member of staff. The pre-school carries out risk assessments to minimise any hazards so that children remain safe. Children learn about road safety and how to follow instructions to keep themselves safe on walks in the local area.

## Setting details

<b>Unique reference number</b>	EY482739
<b>Local authority</b>	Windsor and Maidenhead
<b>Inspection number</b>	10228954
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	37
<b>Name of registered person</b>	Jones, Stella Jane
<b>Registered person unique reference number</b>	RP908706
<b>Telephone number</b>	01628777985 07342276648
<b>Date of previous inspection</b>	12 October 2016

## Information about this early years setting

Westborough Preschool registered in 2014 and is situated in Maidenhead, Berkshire. It operates from 8.30am to 12.30pm Monday to Friday during term time only. The provider is in receipt of funding to provide free early years education to two-, three-, and four-year-old children. The pre-school employs six members of staff. The provider holds early years teacher status and all other members of staff hold relevant childcare qualifications at level 3.

## Information about this inspection

### Inspector

Alice M Roberts

## 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 their evaluation of the provider.
- The manager carried out a learning walk with the inspector and discussed how they deliver the pre-school curriculum.
- The manager and the inspector took part in a joint observation of a planned activity.
- The inspector spoke to staff and discussed their training and professional development.
- The owner and the manager had a leadership and management discussion with the inspector.
- The inspector spoke to parents and took account of their views of the pre-school.

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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