

Inspection of Eton Pre-School

St John's Church Hall, off Sun Close, Eton, Berkshire SL4 6AR

Inspection date: 27 April 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children have lots of fun in the garden exploring their bug hotel. They proudly show staff the snails, worms and woodlice. They develop an exceptional understanding of the natural world through exploration and inspirational teaching from staff. Very young children explain the risks of touching a stinging nettle and how important they are for the butterflies to lay their eggs on. They look in awe and wonder at a snail in a magnifying box and proudly show off the carrots they are growing.

Children's current interests are nurtured and introduced into different activities. For example, penguins are added to sensory play to entice children to explore different media and materials. New books are purchased for children who love reading and exceed expectations with their literacy skills for their age. Staff expertly weave in extra challenge to the curriculum for children who are preparing to start school. They celebrate the children's excellent behaviour with plenty of praise and enthusiasm. Children are seen sharing, taking turns and helping each other while they explore an extensive range of toys which help develop their balance and coordination. They proudly show off their hula-hooping skills and enjoy heart-raising activity in the big outdoor spaces.

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

- Provision for communication and early literacy is outstanding. Children show extremely high levels of prior learning as they listen to a story. They repeat words and identify rhymes while laughing at the fun delivery of the story by skilled staff. Staff have exceptional teaching skills, ensuring children of different ages and abilities are completely involved. For example, staff sign to children with communication difficulties and demonstrate the sounds letters make to the older children during the same story time. Following the closure of the community library, the manager has created a wonderful lending library. This celebrates the cultures and identities of all the children in the setting and includes dual-language books.
- The staff have an exceptional understanding of what children know and what they need to learn next. Staff explain clearly why they are doing activities and what it is they want children to achieve. For example, children have a fantastic time painting the wall with water and creating large 'rainbows.' Staff explain they promote this to help children develop the muscles in their arms and shoulders.
- Staff training is exceptional and has a clear impact on the provision for children. For example, training about communication friendly spaces has inspired a fun and inviting environment. Staff have introduced mirrors and covered spaces which effectively support children with special educational needs and hearing

difficulties. Staff have completed specialist training to support children with speech and language delays. The techniques adopted help children make the best possible progress with their communication.

- Staff and children discuss the importance of being 'trying tigers' and having a go at all activities. Children show great resilience as they solve problems and think critically. For example, they work as a team to transport soil to a trough, following the realisation the compost bag is too heavy to carry. They find buckets and spades and transport the soil across the garden. Children find ways to avoid 'the lava' on the floor; they work as a team to create an obstacle course to climb over it.
- Children develop extremely strong bonds with staff and each other. They are seen hugging each other, reading books to each other and they understand the rules at the pre-school. Children confidently recall the rules at circle time with staff, summarising good listening, good looking and no shouting.
- The setting celebrates children's languages and cultures. For instance, children engage in imaginary play with woks and Balti dishes in their mud kitchen. They learn about each other's festivals such as 'Fat Thursday' and Mothering Sunday. Children are eager to create, using a wide range of media and materials. They learn about artists and look at famous paintings to inspire them.
- Parents and childminders describe exemplary partnership working with the pre-school. The setting ensures everyone has a solid understanding of children's next steps. For example, a childminder reports she is working alongside the setting to develop a child's mark-making skills. They foster the child's love for numbers by offering more numeracy activities to extend the child's already excellent progress.

Safeguarding

The arrangements for safeguarding are effective.

All staff have excellent knowledge about a wide range of indicators that children may be at risk of harm. They confidently describe their reporting procedures and what to do if they need to escalate concerns to the local authority. The managers are passionate about refreshing safeguarding knowledge, using regular quizzes, training and supervision meetings with staff. Staff teach children how to keep themselves safe as they play in the garden. Use of technology is closely monitored to ensure content is appropriate for children. Attendance is monitored meticulously to make sure children are safe and staff get to know all families exceptionally well.

Setting details

Unique reference number	EY429592
Local authority	Windsor and Maidenhead
Inspection number	10128745
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	3 to 9
Total number of places	38
Number of children on roll	47
Name of registered person	Eton Pre-School
Registered person unique reference number	RP524316
Telephone number	01753 850842
Date of previous inspection	22 October 2015

Information about this early years setting

Eton Pre-school registered in 2011. It operates from a large room in St John's Church Hall in Eton, in Berkshire. It is open from 8.30am to 11.30am, and from midday to 3pm, with an optional lunchtime club, term time only. The pre-school opens 3.15pm to 5.30pm for children from the local school for after-school care. Full daycare is also offered for pre-school children, from 8.30am to 5.30pm. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. The setting employs four full-time staff; they all hold appropriate early years qualifications at level 3 to level 5.

Information about this inspection

Inspector

Charlotte Foster

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector assessed staff's understanding of how to keep children safe.
- Parents and childminders shared their views of the setting and discussed highly effective partnership working with the inspector.
- Younger children gave their views on the pre-school sessions and older children shared their views on the after-school club sessions.
- The inspector sampled paperwork, including evidence of staff qualifications, policies and accident records.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022