

# Inspection of Brightwalton Pre-School Nursery

The Village Hall, Common Lane, Brightwalton, Berkshire RG20 7BN

---

Inspection date: 25 May 2022

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Outstanding
--	-------------

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

### **The provision is good**

Children arrive at the setting with big smiles and are eager to learn. They quickly form loving bonds with staff, which helps them to feel safe and secure. Children have free access to a wide range of interesting resources. Their suggestions are valued by staff, who are responsive to their needs. Children happily play on their own and with others. They are excited by learning and make interesting comments. For example, they talk about the sharp blades turning out grass, when a tractor is mowing the lawn. Children learn well and make good progress.

Children adore being outdoors. They competently use the wooden climbing frame and make up their own games. Children are kind and considerate towards each other and carefully navigate risks. For example, they push their friends on swings with the right amount of force, ensuring that both them and their friends are safe. This demonstrates compassion for each other, while fostering emotional well-being.

Children have ample opportunities to be physically active. They balance, run and climb in the woodlands garden. Children learn to adopt healthy lifestyles. They have healthy snacks and talk about nutritious foods in their lunch boxes. Children are encouraged to be independent from the outset. They wash their own hands before meals and serve their own snack. This helps to develop good self-help skills for future life.

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

- Leaders and staff are passionate about children achieving to the best of their abilities. Staff actively assess what children know and can do. They plan effective and exciting activities that enable children to progress. For instance, children follow their own ideas to make their drawbridge work on a free-standing model of a castle. Staff skilfully support them if they run out of their own ideas. This helps to enhance children's motivation to learn further.
- Leaders and staff think of innovative ideas to promote children's learning about the world around them. Children take part in voting for activities they want to do. They develop an understanding that the most votes establish the outcome, for example, when they vote for a tea party or a superheroes day. This effectively supports children's knowledge of living in a democratic society.
- Leaders are committed to continual improvement. They plan projects and actively involve others. For instance, both staff and children contribute to the project of designing a wild garden in the playing field. The staff are knowledgeable about the curriculum and its delivery. However, leaders do not always accurately identify individual staff's professional development needs to help improve their practice further. This leads to an inconsistent approach across the provision.

- Staff place a strong emphasis on early literacy skills. Children show an awareness of letter sounds and put these together to make simple words. Children have a repertoire of favourite songs, which they sing in tune. They have a real passion for books and use their knowledge of stories to make up role play. For example, they use the enclosed part of the climbing frame and act out the story 'The Three Billy Goats Gruff'. Children correctly sequence the events and chant the repeated phrases in the story with confidence and expression. This helps to prepare children for their move to school.
- Children are keen to share their ideas. They make up pretend scenarios in the castle role-play area and think about who they can rescue and how. However, they tend to talk over each other and not listen or take turns to speak. Children are not always encouraged to consider using good listening skills and value each other's contributions. This can lead to children missing out on useful information that could help them to learn further.
- Parents are complimentary about the care and education their children receive. They comment that it is a 'little gem of a pre-school'. Parents say that their children come home full of enthusiasm and share interesting facts, such as that Prince Phillip was married to Queen Elizabeth. They comment on the good progress their children have made emotionally and educationally, and that their children are well equipped for school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders understand their responsibilities to protect children and keep them safe from risk of harm. Staff recognise the potential signs and symptoms of abuse and understand the local procedures to follow if they need to seek further help or to report any concerns. This includes exposure to extremist views and behaviours. Leaders follow safe recruitment and vetting procedures to ensure that staff are suitable to work with children. Staff carry out regular risk assessments of the environment and resources to identify and minimise risks to children's safety. Children are encouraged to identify and manage their own risks, such as when they walk indoors to help prevent accidents.

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

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

- identify more accurately the professional development opportunities to strengthen the individual staff's skills and knowledge in order to build consistency of practice across the provision
- strengthen support for children to develop good conversation skills, take turns to speak, listen attentively and value others' contributions in discussions.

## Setting details

<b>Unique reference number</b>	EY444890
<b>Local authority</b>	West Berkshire
<b>Inspection number</b>	10228650
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	28
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	Wheatley-Hince, Sarah Carole
<b>Registered person unique reference number</b>	RP516235
<b>Telephone number</b>	07878565015
<b>Date of previous inspection</b>	1 February 2017

## Information about this early years setting

Brightwalton Pre-School Nursery registered in 2012. It operates from a village hall in Brightwalton, West Berkshire. The nursery opens during term time on Monday, Wednesday and Friday from 9am until 3pm. There are six members of staff, including the owner. Four members of staff hold relevant qualifications at level 3. The nursery is in receipt of funding for the provision of free early education to children aged three and four years.

## Information about this inspection

### Inspector

Sonia Panchal

## 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 the children to learn.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- The inspector observed the quality of the education being provided indoors and outdoors, and assessed the impact that this was having on the children's learning.
- Staff, children and parents shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022