

# Inspection of Woodley Pre-School (Reading)

Woodley Town Council, Woodford Park Leisure Centre, Haddon Drive, Woodley,  
Reading, Berkshire RG5 4LY

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Inspection date: 10 October 2022

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

### **The provision is good**

Children are greeted warmly by the nurturing staff team. They separate from their parents with ease and happily wave goodbye. Children know the routines well. They hang up their coats with enthusiasm, put away their lunch boxes and swiftly become absorbed in the learning opportunities staff provide. For example, children add water into different materials and explore changing textures. They eagerly scoop and transport sand and show good imagination as they build a volcano. Those children who prefer a quiet start to the day, enjoy looking at books and reading stories with staff.

Children benefit from impressive learning opportunities outdoors. They use numbers in their play and delight in games, such as 'what's the time Mr Wolf'. Children master their coordination skills and build on the muscles in their hands and fingers as they learn how to use real tools. For example, they confidently use pliers to transport objects, and they persevere as they twist and undo screws. Children respond well to the boundaries in place and show a growing understanding of personal safety.

The manager uses additional funding that children receive successfully to support each child's individual needs. Children who speak English as an additional language regularly hear their home language in their play and develop good communication skills. All children, including those with special educational needs and/or disabilities, make secure progress from their starting points.

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

- Since the last inspection, all members of the management committee have developed a full understanding of their roles and responsibilities. For example, they have completed the relevant suitability checks as required by Ofsted. The experienced and highly motivated manager continues to assess the pre-school for ongoing improvements. She regularly reflects on the setting to ensure that the children are accessing the full provision on offer. For example, following children's love of books, she has made books accessible in different areas of the setting. This has had a positive impact on children's early literacy skills.
- Staff accurately assess children's learning and regularly discuss their progress. They work well as a team and plan a curriculum that focuses on what children know and can do. For example, they engage children in discussion and model words clearly to help build on their speech and language skills. However, sometimes, there are inconsistencies in staff teaching. On occasion, some staff do not allow children time to follow through their own ideas to help build on their thinking and problem-solving skills even further.
- Staff support children's mathematical skills well. For example, children count the

dots on dice and confidently move objects during board games. They manipulate play dough into different shapes, and show a growing understanding of size.

- Staff spend time talking to children. When children find it hard to share the resources, staff help them to consider how their peers might feel. Consequently, children learn about emotions and are building increasing levels of self-control. They show kindness and compassion to their friends and naturally give them a cuddle if they need a little reassurance.
- Parents comment that their children love attending the pre-school and they have made good progress since joining. They say that their children's social skills have increased, and they have made meaningful friendships. All parents know who their child's key person is. However, staff do not provide guidance to all parents to ensure that they know how to support their children's learning at home.
- Staff promote children's health and well-being effectively. They talk to children about the importance of eating healthy food and cleaning their teeth, particularly after eating sugary treats. Children manage their personal care needs well. They blow their noses and explain to the inspector why they need to wash their hands to remove the germs.
- Children who need additional support are skilfully supported in their learning. The special educational needs coordinator ensures that staff are aware of the strategies in place and how to use them. Consequently, staff can support children while they wait for outside agencies to make their assessments. For example, they use visual displays, picture cards and simple gestures to communicate with children.

## Safeguarding

The arrangements for safeguarding are effective.

Staff undertake regular training and have a strong knowledge of child protection issues. They can recognise when a child is at risk of harm, including extreme views or behaviour. Staff understand how to report their concerns internally and externally, and work closely with other agencies to ensure children's safety. Robust recruitment procedures help to ensure staff suitability. The manager deploys staff effectively to keep children safe. Staff closely supervise children and undertake robust risk assessments to remove or minimise any potential hazards.

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

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

- strengthen the support given to staff to ensure that they all offer children the same high-quality interactions to help challenge their critical thinking and problem-solving skills even further
- work more closely with all parents to share ideas to promote children's learning at home.

## Setting details

<b>Unique reference number</b>	EY559517
<b>Local authority</b>	Wokingham
<b>Inspection number</b>	10213151
<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>	40
<b>Number of children on roll</b>	35
<b>Name of registered person</b>	The Woodley Pre-School (Reading) CIO
<b>Registered person unique reference number</b>	RP559516
<b>Telephone number</b>	07773256050
<b>Date of previous inspection</b>	12 October 2021

## Information about this early years setting

Woodley Pre-School (Reading) registered in 2018 and is committee run. The pre-school opens Monday to Friday from 9am to 3pm, during term time. There are eight staff who work with the children, six of whom hold relevant qualifications between early years teaching status and level 3. The pre-school receives funding to provide free early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jane Franks

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector carried out a learning walk together. This helped the inspector to understand how the manager organises the early years provision and the curriculum.
- The inspector observed the quality of education indoors and outdoors, and assessed the impact of this on children's learning.
- The manager and inspector carried out a joint observation.
- The inspector spoke with parents and staff during the inspection and took account of their views.
- The inspector held discussions with the manager throughout the inspection and spoke with the provider on the phone.
- The inspector looked at various documents, including those related to the suitability and qualifications of staff.

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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