

Inspection of Chapel Lane Pre School

Spencers Wood Pavilion, Clares Green Road, Spencers Wood, Reading, Berkshire
RG7 1DY

Inspection date: 1 November 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Good

What is it like to attend this early years setting?

The provision is good

Children are greeted warmly by staff on arrival at the pre-school. They arrive excited to start their session and see their friends. Children take part in group time, where they talk about the pre-school rules. They feel secure and content in the pre-school because they understand how to keep safe. For example, children talk about the 'kind hands' and 'walking feet' that they need to use in pre-school.

Children behave well, listen to staff and look after their toys. Staff have high expectations for children in all areas of their development. Children access an organised curriculum based on what they are interested in. All children are making progress towards the next steps in their learning.

Children have opportunities for rest and relaxation through activities, including yoga. They remain thoroughly engaged and concentrate intently on moving their bodies into familiar poses. They learn about their own bodies and functions, such as breathing, as they relax, stretch and follow instructions.

Children in the pre-school are very happy. They enjoy the time they have to play and relax. Staff take the time to make them feel valued and so children are keen to tell staff about their experiences. For example, children tell staff about what they play with at home.

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

- The manager evaluates the provision effectively and plans improvements well. For example, she has recently arranged training to increase staff understanding of how to support children with special educational needs and/or disabilities. The manager uses induction and supervision effectively to monitor practice. All staff say they feel well supported in their roles. The manager uses staff meetings well to provide opportunities for the whole team to discuss planned learning opportunities for the children.
- The manager supports staff to organise the environment to suit the children's personalities, interests and current development. Together, they ensure that the children's environment provides a fine-tuned place to play, that supports all areas of learning. However, they have not fully considered all the ways to provide children with opportunities to learn about similarities and differences between themselves and others.
- Staff are building on what children know and can do. They use assessment effectively to monitor progress and plan next steps. Staff consider children's interests and ensure they provide sufficient challenge. For example, children build towers out of blocks, balancing them carefully to see how high they can build. When the tower falls, staff encourage children to think about how they

could make the tower stronger. Children are learning to think creatively and problem solve.

- Staff give the children lots of opportunities to do things for themselves. For example, children pump their own paint into pots by pushing down on the pump dispensers. Children are learning to become self-sufficient.
- Staff provide children with time and space to explore their emotions and feelings. For example, they encourage children to use a quiet space when they need to calm down. This opportunity supports children to self-regulate.
- Staff support children's behaviour well. For instance, they consciously redirect children's energy into other tasks or play. The manager expertly models this practice to staff day to day. Children behave appropriately for their age and stage of development.
- Staff join children while they enjoy a healthy snack and they talk about what they are eating. Staff use the opportunity to extend language with words, such as 'squeeze' and 'tongs'. Children are learning through routine opportunities in addition to play.
- Children are learning about the world around them. For example, they excitedly jump in muddy puddles and look at their reflections in them. Children exclaim 'Watch me jump' and 'Where's my shadow?' Staff teach children about what makes a reflection and what makes a shadow. Children are learning early investigative skills.
- Parents give warm feedback about staff members. They say, 'We feel like family here' and the 'Staff are very nurturing'. Parents feel very well supported by the staff with their children's learning and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure knowledge of types of abuse, such as domestic violence, female genital mutilation and radicalisation. They are aware of the signs and symptoms that could indicate a child is at risk. Staff know how to report any concerns they may have for a child's safety. The staff are aware of the dangers that may be present online. They have procedures in place so that children can access online educational content safely. Staff assess the environment for risks and put actions in place to minimise them. This supports the children to enjoy play in all areas safely.

What does the setting need to do to improve?

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

- strengthen opportunities for children to learn about similarities and differences between themselves and others.

Setting details

Unique reference number	148643
Local authority	Wokingham
Inspection number	10234246
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	3 to 5
Total number of places	40
Number of children on roll	40
Name of registered person	Chapel Lane Playgroup Committee
Registered person unique reference number	RP904125
Telephone number	0118 9886023
Date of previous inspection	16 March 2017

Information about this early years setting

Chapel Lane Pre school registered in 1999. It is based in Spencers Wood, Reading, Berkshire. The pre-school receives funding for the provision of free early education to children aged three and four years. It opens five days a week during school term times. Sessions are from 8am to 11.45am and 12.15pm to 3.15pm, with the option to stay all day from 8am to 3.15pm. The pre-school is run by a committee and it employs nine staff members. Of these, six staff hold a level 3 qualification and one holds a level 5 qualification.

Information about this inspection

Inspector

Nicole Odell

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 talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in 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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