

Inspection of Love Lane Pre-School

Shaw cum Donnington Village Hall, Love Lane, Donnington, NEWBURY, Berkshire
RG14 2JG

Inspection date: 1 March 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Staff warmly welcome children into the setting. Children show that they have formed strong bonds with staff in this caring and nurturing environment. Children proudly and excitedly share their achievements, for example, a child hugs a member of staff in excitement as he completes a game on the computer. Children show that they feel safe and secure.

Children's behaviour is good. They show kindness towards their friends. For example, a child responds to his friend's request and shares some of his play dough. They show good manners at snack time, saying please and thank you. Staff know the children well and use this knowledge to sensitively support children's behaviour. Children learn strategies to help themselves respond appropriately to future challenges, for example, children are encouraged to use their words to explain what they want or how they feel.

Overall, children access a wide and varied curriculum, both indoors and outdoors, that covers all seven areas of learning. For example, children plant seeds and bulbs in the neighbouring allotment and enjoy trips to the park. However, the manager and committee do not use the additional funding they receive to precisely target the needs of the children who are eligible for it. This means that they do not support these children to make the best possible progress.

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

- The manager ensures the ongoing suitability of staff. Staff are registered on the Disclosure and Barring Service Update Service and regularly complete forms to confirm their ongoing suitability. However, the management committee, as the registered provider, does not have a secure knowledge and understanding of the requirement to notify Ofsted of changes, such as to committee members and managers. This means that Ofsted is unable to complete the relevant suitability checks. Nonetheless, these committee members do not have unsupervised contact with the children and, therefore, there is no impact on children's safety and well-being.
- Children develop self-help skills and independence. For instance, children pour their own drinks and are encouraged to cut their own fruit at snack time. Staff give children time to practise their independence. For example, a child is seen struggling to put her coat on but perseveres until she achieves it herself. This helps children develop a positive attitude to learning and to keep trying when challenges occur.
- Staff support children's language and communication skills. They encourage repetition of words and introduce new language. For example, when talking about what day it is, children learn the word 'spring' and how the word 'first' is

linked to number one. Children who are less confident in communication are given time to respond. This contributes to children having good levels of language and communication.

- Staff teach maths well. For example, children count their friends at group sessions, such as circle time, and calculate how many children would be there in total if there were two more. With staff support, children work out how to build a bridge across the 'river' using large construction materials and test out their creations. Children learn to develop problem-solving skills from an early age.
- Children learn about similarities and differences. Staff provide children with a range of resources that reflect today's society and celebrate festivals from different cultures. For example, children enjoy dressing up to celebrate Chinese New Year. This helps to promote children's understanding of equality and diversity.
- Children develop a love of books from an early age. The provider plans a range of activities based on different books. For instance, the children recreate stories using puppets and go on 'Gruffalo' trails. The provider also promotes reading at home by creating a library book system so that children can take books home to share with families.
- Staff keep parents informed of their children's progress and work together with them to provide support. For example, parents are invited into the setting on World Book Day to read children's favourite stories and volunteer to help on outings. Parents comment positively on the progress children have made and how happy they are to attend.
- The manager is reflective and has a clear vision of what she wants to improve. She has made considerable steps to ensure that children are kept safe, making sure that all staff have updated their training for safeguarding and paediatric first aid.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a clear understanding of their responsibility to keep children safe. They know how to identify the signs and symptoms of abuse, including those associated with the 'Prevent' duty and female genital mutilation. Staff know the procedures they must follow to report any concerns. They regularly update their safeguarding training to keep their knowledge up to date. Daily checks are carried out to ensure both the premises and resources are safe for children to use. They practise fire drills with children to help them learn how to respond promptly in case of an emergency.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure that all committee members complete the required documentation so that the necessary suitability checks can be completed by Ofsted	20/03/2023
ensure that those with oversight and governance for the provision have a secure knowledge and understanding of their roles and responsibilities, particularly with regards to notifying Ofsted of changes to people.	20/03/2023

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

- review and monitor the use of additional funding to ensure that it is best used to meet the needs of the children who receive it.

Setting details

Unique reference number	507889
Local authority	West Berkshire
Inspection number	10264020
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	2 to 4
Total number of places	26
Number of children on roll	20
Name of registered person	Love Lane Pre-school Committee
Registered person unique reference number	RP524052
Telephone number	07900 120 202
Date of previous inspection	19 May 2017

Information about this early years setting

Love Lane Pre-school registered in 1992. It operates from Shaw cum Donnington Village Hall in Newbury, Berkshire. The pre-school opens five mornings a week during school terms. Sessions are from 8.30am until 11.30am. Four members of staff work with the children, three of whom hold an early years qualification up to level 3. The pre-school receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Nina Fortuna

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 and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.

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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