

Inspection of Beansheaf Community Pre-School

Beansheaf Community Centre, Linear Park, Calcot, Reading, Berkshire RG31 7AW

Inspection date: 18 April 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children happily enter this warm and welcoming pre-school, keen to explore and play. They demonstrate how much they enjoy attending with wide smiles and prolonged engagement in the activities on offer. Staff have formed strong, caring bonds with the children, who clearly trust and enjoy sharing time with the kind and nurturing staff. For example, children are confident to ask for help or resources when wanted, as well as seek out cuddles for reassurance from members of staff when needed.

Children demonstrate a positive attitude towards their learning. They are curious and confident when freely exploring the activities. Here, staff skilfully engage children in conversation and play, which helps support language development. For example, when children are bug hunting outside and spot a caterpillar, staff members discuss 'cocoons' and 'chrysalis' with the children to extend their understanding and learning, as well as their vocabulary.

Staff have high expectations for children's behaviour. Children are respectful to both staff and peers. Staff promote children's independence skills well. Children are expected to hang up their own coats and bags and to have a go for themselves before staff assist with more challenging tasks. For example, when children find zipping coats up tricky, staff encourage perseverance with lots of praise and encouragement. If needed, staff only help as much as is needed before asking children to complete the task for themselves. This helps children to become independent and resilient learners.

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

- Throughout the pre-school, staff support children's speech and language progression effectively. For example, when spotting a tractor in a neighbouring field, children are encouraged to use descriptive language such as 'blue' and 'bright' to describe the vehicle. When the children are eating snacks and lunch, staff engage in conversation about tastes and textures of food. This helps to promote children's vocabulary development well.
- Children develop secure attachments with their key person and have a real sense of belonging at the pre-school. This is evident when the children separate from parents with ease, waving and saying goodbye happily as they enter the pre-school with confidence. This helps promote children's social and emotional well-being.
- Staff feel well supported and appreciate the wide range of training opportunities on offer. The hands-on manager is knowledgeable and passionate in her approach. She is a role model to children and staff. She is reflective in her practice and continually strives for improvements for the provision. This process

of regular review and appropriate identification of professional development opportunities helps to ensure that the pre-school staff are continually developing their knowledge and skills to provide the best care and education that they can.

- Children with special educational needs and/or disabilities are supported very well. For example, staff identify children with possible additional needs and act swiftly in working with parents to provide additional support. This includes making timely referrals to outside agencies such as speech and language therapists. Consequently, all children are helped in gaining equal access to the provision and to make good progress.
- Staff know the children well and are clear about what the children can already do. Additional funding is used effectively to support children's development. For example, it is used for climbing apparatus to promote physical development where this has been identified as an area of need. Although staff have a sound general overview of children's progress, at times, they are not always specific enough about what precise knowledge or skills children need to develop next. Consequently, this does not consistently promote best rates of progress for children's learning.
- Children are learning the importance of living a healthy lifestyle. For example, they access the outdoors daily to gain fresh air and to be active. Staff discuss healthy eating choices at mealtimes and children enjoy brushing model teeth with real toothpaste and brushes while staff explain the importance of reaching all areas of the teeth.
- Children are learning to treat each other with kindness and care. Older children show empathy for younger ones. For example, they help with removing tricky lids from pots and hold hands when walking downstairs. Children behave well at the pre-school.
- The manager and staff develop strong bonds with parents. Parents who speak English as an additional language are supported exceptionally well. Staff work alongside local services to ensure that these families receive the very best care and support available to them. Parents speak very highly of the staff at the pre-school, stating their children have had a 'wonderful start to their education' and that children's 'communication skills have thrived here'.

Safeguarding

The arrangements for safeguarding are effective.

Staff have an accurate understanding of their roles and responsibilities to safeguard children. Staff are clear about how to identify the possible signs that a child may be at risk of harm or neglect and demonstrate a sound understanding of the processes they should follow should a concern about a child's welfare arise. Staff are clear about how to contact local safeguarding partners should the situation arise. Staff are also aware of the steps they should take and who they need to contact should an allegation against themselves or another member of staff be made. Managers are robust in their recruitment processes to ensure that all staff working with children are suitable. Ongoing and regular observations, supervisions and suitability checks help to ensure that staff remain suitable.

What does the setting need to do to improve?

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

- support and strengthen staff's skills in identifying what children will most benefit from learning next to promote best rates of progress.

Setting details

Unique reference number	507892
Local authority	West Berkshire
Inspection number	10285322
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	2 to 4
Total number of places	35
Number of children on roll	35
Name of registered person	Beansheaf Community Pre-school Committee
Registered person unique reference number	RP522796
Telephone number	01189454312
Date of previous inspection	2 October 2017

Information about this early years setting

Beansheaf Community Pre-School registered in 1993. It is a committee-led pre-school and operates from the Beansheaf Community Centre at Calcot, near Reading, in Berkshire. The pre-school opens each weekday during school term times, between 8.30am and 2.30pm. This includes breakfast and lunch club timings. The pre-school receives funding for the provision of free early education for children aged two, three and four years. Seven staff members work with the children and, of these, four hold an appropriate level 3 early years qualification.

Information about this inspection

Inspector
Zoe Abraham

Inspection activities

- This was the first routine inspection the pre-school 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 took part in a learning walk of the pre-school. The manager talked to the inspector about the curriculum they planned and what they wanted the children to learn.
- The inspector and the manager carried out a joint observation of a planned activity and evaluated the quality of education and how well the member of staff interacted with the children.
- The inspector engaged in conversations with staff at appropriate times about their roles and responsibilities.
- The inspector observed the quality of education being provided across the setting, inside and outside, and assessed the impact that this was having on children's learning.
- The inspector spoke to parents and read written feedback that they had provided and took account of their views.
- The inspector reviewed a sample of key relevant documentation, including paediatric first-aid training. The inspector held discussions with the leaders about how they evaluate the setting and prioritise plans for future improvement.

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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