

Inspection of Compton Pre-School

Burrell Road, Compton, Newbury, Berkshire RG20 6NP

Inspection date: 6 June 2023

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 thoroughly enjoy spending time at this nurturing and welcoming pre-school. The secure environment and friendly attitude of the staff helps children to feel safe. Staff have high expectations of children's abilities. From the outset, children show increasing independence in their self-care skills. They leave their parents with confidence, place their belongings on their pegs and change into their indoor footwear.

Overall, children are focused and engaged when they play. They demonstrate perseverance, as they use wooden blocks to create roads and rearrange the blocks to create new shapes or ramps. Children understand early mathematical concepts as they compare shapes, count and match patterns when completing different puzzles. Children of all ages sit attentively as they listen to familiar stories. They happily respond to questions and are able to demonstrate their understanding of the story. Staff effectively introduce children to new vocabulary, such as 'ostrich', 'antelope' and 'cavity'.

Children hold thoughtful conversations with staff and their friends. They demonstrate positive attitudes to learning through curiosity, concentration and enjoyment. Children behave well. Staff support children's behaviour with a consistent approach, and children clearly know the routines as they follow instructions well. They are supported to share and take turns with familiar toys and to use their manners. Children are praised for their achievements and their efforts. All children, including those in receipt of additional funding or those with special education needs/and or disabilities, make good progress in their learning.

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

- Leaders have a clear vision for the pre-school and effectively support families and children to ensure their well-being. The manager is a good role model for staff, offering advice and guidance. She is passionate about the quality of the service they provide.
- The manager and staff team know the children well. They have a clear understanding of how the curriculum is used to support children's learning. They have worked hard to create and implement a meaningful curriculum that is based around the children's interests. This helps to ensure that children get the best experiences while at pre-school. Activities allow children to repeat tasks, allowing them to master and refine the skills they need for later learning.
- Staff effectively prioritise and support children in developing their communication and language skills following the COVID-19 pandemic. They provide an environment that is rich in spoken language. For example, staff spend quality time engaging with children and asking questions to encourage

them to talk about their play. Books are accessible everywhere in the pre-school. All children become enthralled as staff read stories.

- Staff encourage the importance of healthy eating and good dental hygiene routines. Children learn about brushing and flossing teeth. They have opportunities to discuss healthy foods and brush play dough out of small building blocks to consider how brushing their teeth can help to remove food that can get stuck. This supports children to lead a healthy lifestyle.
- Overall, physical development is promoted well. Children enjoy the time they spend in the garden. They show good control, as they climb large equipment and have fun on the see-saw aeroplane. Furthermore, they benefit from weekly yoga and structured PE sessions to support older children in preparation for school. However, staff do not consistently make the best use of the outside space to support the learning and development of those children who prefer to learn outdoors.
- Children engage deeply in their chosen activities, for example when building a wooden road together. However, at times staff move the children on from one activity to another routine. This means children do not have time to finish their play or learning.
- Staff work closely with parents to build effective partnerships. Staff collect relevant information from parents about children's current interests, needs and routines when they first join. Parents receive regular updates about their child's learning and are provided with relevant information, such as details on oral hygiene and healthy eating. This supports a consistent approach for children, as staff and parents work together to meet their needs.
- The staff team are dedicated to their roles. The manager completes regular staff supervisions and goes out of her way to support staff's well-being. They are able to access a range of training opportunities to enhance their professional development. Staff comment they are happy in their work and feel well supported in the setting.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of their role in protecting children from harm and what to do if a concern arises about children in their care. Leaders ensure that staff have appropriate training and continuously confirm their safeguarding knowledge through questioning. Staff know the whistle-blowing procedures to follow in the event of allegations against staff. They implement daily risk assessments of the environments, which helps to ensure that children remain safe at pre-school. All staff hold a paediatric first-aid qualification, which helps them to deal with any accidents appropriately. Good recruitment and rigorous background checks ensure that children are always cared for by suitable adults.

What does the setting need to do to improve?

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

- focus curriculum plans more precisely, with particular reference to the garden, for those children who prefer to learn outdoors
- develop the way staff implement the curriculum to ensure that they support children's learning consistently.

Setting details

Unique reference number	507897
Local authority	West Berkshire
Inspection number	10289484
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	24
Number of children on roll	33
Name of registered person	Compton Pre-School Committee
Registered person unique reference number	RP523356
Telephone number	01635 579171
Date of previous inspection	27 November 2017

Information about this early years setting

Compton Pre-School opened in 1968. The pre-school uses the Coronation Hall in the village of Compton, near Newbury, Berkshire. The pre-school is open during term time only, on Monday to Friday, from 9am until 3pm. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. There are five members of staff who work with the children. Of these, one holds qualified teacher status at level 6 and four have appropriate early years qualifications at level 3.

Information about this inspection

Inspector

Anneliese Fox-Jones

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 this into account in their evaluation of the setting.
- The inspector observed activities in the main base room and garden. She talked to staff about the progress individual children are making and what they want the children to learn.
- The manager and the inspector completed a learning walk across all areas of the pre-school to understand how the early years provision and the curriculum is organised.
- A joint observation was carried out by the inspector and the manager. The inspector observed interactions between staff and the children, and the impact these have on children's learning.
- The inspector reviewed relevant documentation, including evidence of paediatric first-aid training. The inspector had a discussion with leaders about the evaluation of the setting and plans for improvement.
- The inspector spoke to parents and children 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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