

# Inspection of Berkeley Pre-School

Berkeley Primary School, Cranford Lane, HOUNSLOW TW5 9HQ

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Inspection date: 6 June 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

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

### **The provision is good**

Staff show passion for celebrating each individual child in this welcoming, nurturing environment. They plan personalised targets and know children and their families well. This allows children to feel emotionally secure and valued within this community-based pre-school. Staff ensure that children's individual spoken languages and cultures are celebrated alongside their learning of the English language.

The careful consideration to the layout of the pre-school ensures that children have free-flow access to a large outdoor environment with a range of activities, as well as a carefully resourced indoor space. The specialised group rooms provide opportunities for children to share stories and engage in sensory play.

Children behave well. They respond to a small bell to signify 'tidy-up time'. They stop to help staff tidy away resources. Staff make their expectations clear, for example, by asking children to carry out specific tasks, such as collecting up the hoops and beanbags and taking them to the outdoor shed. Children demonstrate a positive attitude to staff's requests and fully understand their role in tidying away when they have finished playing with resources.

Children understand the importance of oral hygiene and a healthy diet. They have opportunities to practise brushing their teeth correctly. They taste a range of healthy fruits at snack time and use books and posters to learn about foods that make up a balanced diet. This supports children to learn and develop healthy lifestyles.

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

- There are a range of activities for children to choose from to develop their small-muscle skills in their hands. Children enjoy filling pipettes and squeezing sponges in the water tray, copying letters and numbers in sand and stirring, and mixing flour, salt and oil to make play dough. Strengthening these muscles supports children with their next steps in writing.
- Staff carefully plan to ensure that children have opportunities to develop their understanding of numbers and shapes. For example, children successfully recognise a range of numbers and their names as they throw beanbags at a number wall. Children recall the names of a range of two-dimensional shapes as they draw around them.
- Staff use every opportunity to reinforce language and extend and model vocabulary to children. For example, they support children in their role play when 'selling' ice cream and fruits in their outside shop. They carefully listen and encourage children to share their ideas. They support children by modelling how

to extend their sentences, by adding words such as 'yummy' and 'juicy' to further describe the foods that children have requested to buy. Children enjoy repeating the new vocabulary back to staff, demonstrating their learning of new words.

- Staff plan activities for children to engage in during regular circle time sessions. They use songs and actions to welcome children to join the group. However, staff are not always consistent in modelling their high expectations for children's behaviour during these times. Children are not always consistently reminded of the expectations for sitting, looking and listening to each other. This results in some children becoming distracted and not fully benefitting from the learning intention of the session.
- Children enjoy the vast array of activities to support their physical development. For example, they run up and over the large grass hill, negotiate space as they ride scooters, complete assault courses involving balancing, crawling through tunnels, and throwing beanbags in a bucket. Staff talk to children about the importance of fresh air and exercise in staying fit and healthy.
- The pre-school works in partnership with parents. Parents know their children's targets and feel supported with how to help at home. In particular, supporting their children's communication and language development. They receive regular updates about their children's learning through newsletters and daily communication. They report on the noticeable progress that their children have made since starting pre-school.
- The experienced leadership team has a clear vision on how they would like to develop the provision further. They constantly reflect on their practice and review and discuss the curriculum regularly to ensure that it is sufficiently ambitious and challenging for children. Staff feel valued and are supported through regular supervision meetings and training opportunities.
- Effective use of working partnerships with other professionals and external agencies ensures that all children make expected progress, including children with English as an additional language (EAL) and children with special educational needs and/or disabilities (SEND). The pre-school makes effective use of any additional funding to ensure that all children have opportunities and experiences that they may not have access to outside of the pre-school.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff understand the importance of daily risk assessments to ensure that children are safe in all areas of the provision. There are robust procedures in place for reporting accidents and incidents. Staff recognise the signs of when a child may be at risk of abuse and understand their duty to report on any concern they may have. Staff are aware of how to report an allegation against a member of staff. Safeguarding is discussed regularly, and staff complete regular training to ensure that their knowledge is kept up to date.

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

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

- further support staff in developing consistent strategies to enable children to understand behaviour expectations during group-time sessions to ensure they fully access the intended learning.

## Setting details

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|--|------------------------------------|
| <b>Unique reference number</b>                     | EY429553                           |
| <b>Local authority</b>                             | Hounslow                           |
| <b>Inspection number</b>                           | 10288833                           |
| <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>                      | 52                                 |
| <b>Number of children on roll</b>                  | 52                                 |
| <b>Name of registered person</b>                   | Berkeley Pre-School Committee      |
| <b>Registered person unique reference number</b>   | RP903137                           |
| <b>Telephone number</b>                            | 02085705700                        |
| <b>Date of previous inspection</b>                 | 2 November 2017                    |

## Information about this early years setting

Berkeley Pre-School registered in 2011. It operates from the premises of Berkeley Primary School, in the London Borough of Hounslow. The pre-school employs five members of childcare staff. All staff hold appropriate early years qualifications from level 2 to 6. The pre-school opens from Monday to Friday, during school term time only. Sessions are from 8.45am to 11.45am and from 12.30pm to 3.30pm. Children can attend for a morning or afternoon session. The pre-school receives funding for free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Penny Harman

## 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.
- Parents shared their views of the setting with the inspector. The inspector looked at some written feedback from parents.
- The manager and inspector conducted a learning walk together and discussed how the curriculum has been implemented and the impact that this has on children's learning.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector spoke to staff and the manager about how the setting meets the needs of all learners, including children with EAL and SEND.
- The inspector spoke to a range of staff about safeguarding policies and procedures.
- The inspector observed the interactions between the staff and children.
- The inspector and manager carried out a joint observation on a member of staff.
- Leaders provided the inspector with a sample of key documentation on request and engaged in a leadership and management meeting.

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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