

Inspection of Crabtree Pre-School

The New Community Centre, Faircross, Hermitage, Thatcham, Berkshire RG18 9TL

Inspection date: 8 June 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 are warmly welcomed into this caring and nurturing environment. They quickly form secure attachments with the experienced staff team. Children are happy to approach staff for support, when needed, demonstrating that they feel comfortable, confident and safe.

Staff know the children well and use their knowledge to plan varied and stimulating activities based on the children's interests and needs. They have high expectations for children's development, which is reflected in their teaching and curriculum. For example, older children throw hoops onto numbered cones and are challenged to identify the numerals. Younger children take part in a game of finding the correct number of bugs to represent lower numerals. This meets children's age and stage of development well and helps them to develop positive attitudes to their learning.

Children's behaviour is good and they follow the routines of the day. For example, they line up to go outside and help with tidying up. They wait for each other to sit down at the table before opening their lunch boxes. Staff know when to step in to manage any minor disputes children may have and provide strategies to support their behaviour. For instance, children are encouraged to use timers to help them learn to share and wait their turn.

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

- Staff support children's emerging language skills. They remind children to use words when communicating and adapt their language to the needs of the individual child. Staff regularly read books to children and plan activities based on story books. For instance, children use props to recreate familiar stories. They develop their language skills further by sequencing events and learning through repetition.
- Children's physical skills are well supported. For instance, they have regular access to the outdoors, where they ride on bicycles and cars, use the climbing equipment and balance on beams. Children excitedly engage in water play, watering the plants and using paintbrushes to make marks along the fence. This helps children develop the skills required for early mark making.
- Staff rigorously plan activities around different topics to support children's next steps and address any gaps in their learning. However, staff do not fully consider how to promote opportunities for children to make choices, develop their own ideas and be creative in their play.
- Children learn about different festivals, including Diwali and Chinese New Year. For example, they use small figures to recreate and learn about the story of Diwali. Staff provide children with books in different languages based on the languages of the children attending. This helps children to understand the

differences and similarities of people and the world in which we live.

- Children develop independence skills from an early age. For example, children pour their drinks at snack time, serve their own snack and butter their own toast. They take turns to be the daily helper, and are given specific tasks to carry out, creating a sense of responsibility. This helps build children's confidence and self-esteem.
- Children learn healthy practices. For example, staff use familiar and relevant stories as prompts to discuss the importance of looking after our teeth. This helps children understand the importance of oral health. Children routinely wash their hands before and after eating.
- The manager supports staff's continued professional development and well-being. She encourages staff to reflect on practice and consider how it can be improved. Staff complete regular mandatory training. However, professional development activities are not precisely focused to help staff develop their own subject knowledge and further enhance their delivery of the curriculum.
- Partnership with parents is strong. Parents speak highly of the care and education the children receive. For example, they praise the provider for children's determination and independence. Staff provide regular information about what the children have been learning and share the children's next steps with parents. This enables them to work together to support the children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

All staff have a good understanding of their responsibility to safeguard children and protect them from harm. They identify signs and symptoms of abuse, including those associated with female genital mutilation and extremist views. Staff know the procedures to follow for recording and reporting concerns to safeguarding leads and the local authority. Staff receive regular safeguarding training to keep their knowledge up to date, including opportunities to regularly refresh their knowledge. The provider carries out regular risk assessments and puts measures in place to ensure the ongoing safety of the children.

What does the setting need to do to improve?

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

- review the organisation of toys and resources to promote opportunities for children to make choices in their play, follow their interests and be more creative
- focus professional development and training on helping to develop staff's subject knowledge and in turn enhance the delivery of the curriculum.

Setting details

Unique reference number	110718
Local authority	West Berkshire
Inspection number	10289180
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	19
Name of registered person	The Crabtree Pre-School Committee
Registered person unique reference number	RP905243
Telephone number	01635 204387
Date of previous inspection	15 November 2017

Information about this early years setting

Crabtree Pre-School registered in 1993 and is managed by a committee. It is located in The New Community Centre, in Hermitage, Berkshire. The pre-school is open on weekdays, during school term times. Morning sessions are from 9.15am until 12.15pm, and a lunch club is available until 1.15pm. Afternoon sessions are from 1.15pm until 4.15pm on Tuesday, Wednesday and Thursday. The pre-school receives funding for the provision of free early education for children aged two, three and four years. It employs five staff, four of whom hold relevant qualifications at level 3.

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 pre-school.
- 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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