

# Inspection of Purley Pre-School

Long Lane Primary School, Long Lane, Tilehurst, Reading RG31 6YG

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Inspection date: 7 September 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 by staff and receive good support. Children show they feel safe and secure. All children including those new to starting, arrive at the pre-school happy and ready to learn. They have close relationships with staff. Children show excitement in the activities on offer and confidence as they explore. Staff plan an exciting curriculum for children. For example, children show curiosity as they explore and learn all about the impact insects have on the environment.

Staff, overall, support children well in communication. They provide children with a running commentary as they play, and some staff ask thought-provoking questions. Children behave well together, and they have developed some close friendships. For example, children are seen to laugh and chatter well with each other as they play. Children are developing good physical skills as they climb, ride on bikes and eagerly investigate the activities outdoors. Children clearly love their time in the garden as they negotiate space and learn how to take safe risks. For instance, children make ramps for their obstacle courses and learn to jump safely from these.

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

- The manager is a good role model for staff. She offers consistent advice and guidance to the staff to help them think about how to challenge children's learning. This helps to build on staff knowledge and provides children with rich learning opportunities. Suitable supervision meetings, training discussions and meetings are in place. However, at times some staff teaching is not as refined as others. For example, not all staff give children sufficient thinking time to answer questions and discussions do not fully support them to understand how healthy eating contributes to their overall health and fitness.
- Staff know the children in their care well. They plan and provide activities to meet their key children's learning. Staff demonstrate a good understanding of the curriculum and how activities are being provided to support children's learning. Children benefit from activities that support all areas of learning well. For example, they enjoy circle time and singing sessions, which help them to build on their mathematical awareness as children count each other and sing songs with numbers within them.
- Staff are attentive, kind, and considerate to the children. They consistently praise and encourage them, and children have good relationships with staff. Children behave well and show that they understand the routines of the day. Children take turns and are considerate towards each other. For example, when two children want to play on the bike, they cooperate well as they offer each other lifts, so they can enjoy this together. This helps children to remain motivated and engaged.

- Children have many opportunities to play outside in the fresh air. They enjoy local trips within the school for forest school activities and have an enclosed outside play space. Children have fun exploring with water, listening to stories, and playing imaginatively. 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.
- Effective risk assessments are in place to keep children safe. This includes when children are being collected. For example, parents collecting in the day are only buzzed in the gates of the pre-school when children are inside. Children are then notified their parent has arrived, when the gate is closed, to allow them to decide if they wish to leave what they are doing to go and greet them.
- Parents comment positively about the staff at the pre-school. They explain that they receive regular updates about their child's learning and that they are happy with the quality of care. Relationships between staff and parents are friendly and professional with a good two-way flow of information being shared. This supports a consistent approach for children, as staff and parents communicate well together to meet their needs.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff have completed safeguarding training to ensure that they know and comprehend their roles and responsibilities in protecting children from harm. Staff are confident in the signs and indicators of abuse. Suitable procedures are in place to ensure that children are safe, and any concerns are referred accordingly. Staff know how to identify and escalate concerns relating to staff behaviour and conduct. Robust recruitment processes are in place to ensure all staff are suitable to work with children.

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

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

- monitor the quality of teaching even more closely to identify further areas where staff can develop their practice and extend their teaching
- strengthen the planning of outdoor activities to further support children who learn better outside.

## Setting details

<b>Unique reference number</b>	EY549215
<b>Local authority</b>	West Berkshire
<b>Inspection number</b>	10303194
<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>	30
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	Purley Pre-School Committee
<b>Registered person unique reference number</b>	RP524425
<b>Telephone number</b>	07504 831149
<b>Date of previous inspection</b>	20 March 2019

## Information about this early years setting

Purley Pre-School originally registered in 1992 and re-registered in 2017. It is based in Tilehurst, Reading. The pre-school is open five days a week during term time from 7.30am to 3pm. It provides funded early education for two-, three- and four-year-old children. The pre-school employs 11 members of staff. Of these, six hold appropriate early years qualifications at level 3.

## Information about this inspection

### Inspector

Tracy Bartholomew

## 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 inspector spoke with the nominated individual about the leadership and management of the setting.
- The manager explained the nursery curriculum during a learning walk with the inspector.
- The manager and the inspector completed a joint observation of an activity together and discussed the quality of teaching and learning afterwards.
- Children spoke to the inspector about the activities they took part in.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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