

Inspection of Victoria Road Pre-school

Tilehurst Village Hall, Victoria Road, Tilehurst, Reading, Berkshire RG31 5AB

Inspection date: 15 December 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 are excited to come to this warm and caring pre-school. They are greeted by nurturing staff, who know them well. Children demonstrate that they feel happy and safe as they separate with ease from their parents and carers. Staff provide a range of exciting learning experiences indoors and outdoors. They provide children with real items to touch and smell, such as a small Christmas tree. This develops children's senses and promotes a conversation between the staff and children. Staff use these opportunities to introduce new words such as 'spikey'. This develops children's vocabulary.

Children behave very well in this pre-school and understand the routines well. Staff encourage children to be independent from the outset. For example, young children begin to fetch their coats ready for outside play and skilfully flip them over their head to put on. Older children wash their hands independently before they serve themselves snack. This helps prepare children for school.

The manager and staff have created an effective learning environment. Children have access to a good-quality curriculum which focus on children's social and emotional development. All children, including those with special educational needs and/or disabilities, are planned for effectively based around their interests and engagement. This helps children to develop a good attitude to learning.

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

- Staff develop children's speech and vocabulary. They use children's favourites stories to broaden their growing vocabulary. Staff use simple sentences and gestures to support children's understanding. This helps all children to develop their speech over time. However, sometimes staff overwhelm children as they ask several questions in quick succession and do not offer them time to think and respond.
- Staff are dedicated to meeting children's individual needs. They swiftly identify any children who will benefit from additional support. Staff use other advice from professionals to develop plans that are specific to the needs of the children. This helps staff to deepen their knowledge and support children's individual needs.
- Overall, staff plan a wide range of experiences to broaden children's learning and knowledge. Children explore brussel sprouts, carrots, and potatoes. Staff use these opportunities to encourage children to count and weigh the different sized vegetables. This supports children's early maths skills through their spontaneous play. However, staff do not consistently ensure planned activities meet each child's individual learning needs. As a result, on occasion some children struggle to join in and become disengaged.

- Staff teach children how to keep themselves safe. For example, they gently remind children to walk when moving between the garden area and indoors. Furthermore, staff use children's imaginative play to teach them about the importance of wearing a seat belt in a car.
- Staff promote children's health well. They monitor children's packed lunches and snacks. Staff provide guidance for parents to help them understand what makes a healthy packed lunch. Children wash their hands before they eat and are encouraged to develop healthy eating habits, such as having their savoury food first at lunchtime. They know that fruit and vegetables are healthy foods, and they grow these in the garden. They have ample opportunities to exercise, both indoors and outdoors, which promotes their good health and well-being.
- Staff focus on teaching children how to understand and manage their own feelings. They talk to children about how they feel and use stories and daily yoga sessions to help children understand their different emotions.
- Partnership with parents is strong. The manager and staff work hard to get to know the children and their families from the outset. This helps them develop trusting relationships. Parents comment that the pre-school is the best in their experience and about how 'amazing' the staff are. They say their children are eager to attend. Parents state that their children have progressed in their learning since attending.
- Staff say that they feel supported and valued by the management team. They attend supervision meetings with the manager. This helps them to reflect on their practice and identify professional development opportunities. For example, staff complete training courses to develop their understanding of how to identify and support children if they have speech delay.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a thorough understanding of their safeguarding roles and responsibilities. Staff are aware of possible signs and symptoms that may indicate a child is at risk of harm. They are mindful of safeguarding concerns and confidently describe what action they would take to seek support. Staff know the procedures to follow in the event of allegations against staff. They implement daily risk assessments of the indoor and outdoor environment, which helps to ensure that children remain safe when playing at nursery. The manager has a robust recruitment process, ensuring that those working with children are suitable to do so.

What does the setting need to do to improve?

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

- strengthen the planning of activities, so that teaching is successfully adapted to

maximise the learning opportunities for every child

- support staff to more consistently give children enough time to think and respond during conversations, to help further develop children's thinking skills.

Setting details

Unique reference number	116836
Local authority	Reading
Inspection number	10307962
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	36
Number of children on roll	26
Name of registered person	Victoria Road Pre-School Committee
Registered person unique reference number	RP524294
Telephone number	07989261637
Date of previous inspection	15 March 2018

Information about this early years setting

Victoria Road Pre-school registered in 2001. The pre-school employs seven members of childcare staff. All members of staff hold appropriate qualifications at level 2 or above. The pre-school opens from Monday to Friday, term time only. Sessions are from 8.50am until 2:50pm. The pre-school provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector
Kelly Lane

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, deputy manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Children spoke to the inspector about what they like to do when they are at pre-school.
- Staff spoke to the inspector at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager to consider the quality of teaching and learning.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff and committee members.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023