

Inspection of Maiden Erlegh Pre-School

Our Lady of Peace Church Hall, 338 Wokingham Road, Earley, Reading RG6 7DA

Inspection date: 15 May 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and secure in this nurturing and friendly pre-school. Staff warmly welcome children and parents as they arrive. They plan the curriculum by choosing learning experiences they know will interest children. For example, staff have observed that children enjoy mark making and have provided further experiences, so children can practise this skill. For instance, children delight in making shopping lists in the role-play grocery shop or staff have introduced toy dinosaurs as a playful resource to the mark-making table. As a result, more boys have been eager to engage and are motivated to work on their pencil control. Furthermore, many older children are beginning to build on their early writing skills and are confident to write recognisable letters.

Children behave well. They forge good friendships and initiate positive interactions with each other. They play harmoniously together, for example, as they independently organise chasing games or play with construction toys. Children understand the consistent boundaries and learn to share and take turns. They are respectful to each other and to adults. They enjoy having visitors to the pre-school. Children confidently initiate conversations and are willing to talk about what they are doing. Staff create an environment that invites and encourages children to play and learn, both indoors and outside. Children develop the necessary skills that are needed to be ready for the next stage in their learning, such as starting school. They are social, confident and independent learners.

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

- The manager is a committed, knowledgeable and effective leader. She is also the lead for special educational needs. She works closely with parents and other professionals to enable children with special education needs and/or disabilities (SEND) to offer support, guidance and create tailored plans for children's learning and development.
- The manager is aware of the registration condition, regarding the type of significant events that are required to be notified to Ofsted. However, there has been an oversight of a historic change that was not notified. This was discussed with the manager, and there is no impact on children's welfare.
- Staff are dedicated, enthusiastic and passionate about helping children progress. They talk confidently about where children are in their learning and development. Staff understand if children are going to get the most from the learning experiences, children need to build trusting relationships, be happy and confident.
- Staff are exceptionally caring towards the children. They ensure that inclusion is at the centre of their curriculum planning. Staff place a high importance on identifying and planning for children's individual needs, including children with

SEND. Additional support is used well to help children to get the most out of their time at the pre-school. Staff deliver personalised learning. The impact of this is seen in the levels of relative progress all children make.

- Staff provide a good quality of teaching overall. The learning experiences that are offered to children are interesting and generally suitably challenging for their age and stage of development. However, at times, staff ask and quickly answer questions and do tasks for children that they could do themselves. Nonetheless, children confidently choose what they want to play with and readily lead their own play. Staff are led by the children's choices.
- Staff support children's speech and language development effectively, including children who speak English as an additional language. They encourage children to develop a love of books and print in their environment. Staff engage children in conversation and use simple signing when singing familiar songs to help support children's developing vocabulary.
- Children benefit from stimulating outdoor experiences and are supported to learn about life in modern Britain. Staff teach children about the similarities and differences. They help children learn about their own customs and celebrations as well as those of others. Children are developing a positive appreciation and understanding of the wider world and diversity.
- Leaders implement an effective programme of supervision and support for all staff. Staff are encouraged in their professional development and attend meetings or access training so that they are able to improve their knowledge and skills. However, these processes are not fully embedded and robust enough to improve on teaching being at a consistently high level.
- Parents comment on the 'highly recommended' pre-school that has 'exceeded all expectations'. They value the 'supportive and caring staff'. Parents report children have settled really well and how they have progressed well in their development.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- help staff to consistently implement what leaders intend to further embed the curriculum and help children achieve the best possible outcomes
- build further on staff's professional practice to help raise the standard of teaching to the highest level.

Setting details

Unique reference number	2690151
Local authority	Wokingham
Inspection number	10342839
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	20
Number of children on roll	29
Name of registered person	Maiden Erlegh Pre-School Committee
Registered person unique reference number	RP907419
Telephone number	07867565811
Date of previous inspection	Not applicable

Information about this early years setting

Maiden Erlegh Pre-school re-registered at new premises in 2022. It operates from Our Lady of Peace Church Hall in Earley, Reading. The pre-school employs six members of childcare staff. Of whom, five hold relevant early years qualifications at level 3. The pre-school opens from Monday to Friday, during school term times. Sessions are from 9am to midday, with afternoon sessions from midday to 3pm. A lunch club operates between midday and 12.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Anneliese Fox-Jones

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting 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 nursery to understand how the early years provision and the curriculum are organised.
- A joint observation was carried out by the inspector and the manager. The inspector observed interactions between the staff and the children and the impact these have on children's learning.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector reviewed relevant documentation, including the arrangements for 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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