

# Inspection of Mortimer Pre-School

St John's Village Hall, 22 West End Road, Mortimer Common, Reading, Berkshire  
RG7 3TF

---

Inspection date: 19 June 2025

**Overall effectiveness** **Good**

---

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**

Children are happy and clearly enjoy their time at this welcoming pre-school. Children benefit from the good support they receive from staff, which helps them to feel safe and secure. This is demonstrated as they leave their parents with confidence, place their belongings on their pegs and wash their hands before settling to play. Staff know the children in their care well and all demonstrate that they are making good progress in their learning. Children demonstrate a positive attitude to learning. For example, they relish the opportunities to explore freshly picked herbs as they create 'potions' and make 'food' in the role-play area.

Overall, children are focused and engaged as they play and explore. They demonstrate determination and curiosity as they construct with foam blocks to create towers and build with construction. Staff effortlessly support children's early mathematical learning well. For example, they help children during activities to compare shapes, count and match patterns. Children behave well. Staff support children's behaviour with consistent praise and encouragement. Children clearly know the routines as they follow instructions well and adapt to changes in routines. Staff engage purposefully with the children throughout activities. They introduce new vocabulary to the children while they communicate with them, sing songs and read stories.

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

- The management team and staff are clearly dedicated to maximising learning for the children. They provide a wealth of activities and experiences for the children to help them advance to their full potential in their learning. Staff understand how activities can be used to incorporate the areas of learning, and they interweave these well to support children's future skills. For instance, while children are being creative with dough, staff encourage them to manipulate it in different ways, to help them build the muscles in their hands ready for future writing.
- Children have many opportunities to be physically active. They enjoy the time they spend in the garden, where they run and negotiate obstacles as they push wheeled toys around the patio area. Children show that they have good control of their bodies as they move them in different ways when participating in yoga and physical education sessions. Children are developing a good awareness of healthy practices, such as handwashing and drinking plenty to remain hydrated. Children eat together well, although the snack time routine is not as well organised as the lunchtime routine.
- Children show good independence skills. For instance, staff support children in mastering the skills of taking off and putting on their shoes and socks. Children self-register at snack time by finding their name card and putting it on the table.

They are eager to be self-sufficient at mealtimes as they pour their own drink, select fruits at snack time and scrape their plates into the compost bin. Children show that they are independent explorers as they self-select from the good range of activities, following their individual interests. They demonstrate good levels of self-confidence and self-esteem. Children behave well and are motivated to explore and play together.

- Staff work closely with parents to build effective partnerships. From the onset, staff collect relevant information from parents about children's learning, needs and current interests, which helps them to get to know the children before they start. Parents speak highly of the 'dedication' that the staff have for their children's learning and how they 'go above and beyond' in helping their children to succeed. Children benefit highly from the consistent approach that staff have for working in partnership with parents and other professionals involved in their care.
- The management team and staff work well together. They benefit from daily handovers and a communication book to help them know about any important information as needed. Overall, the management team is aware of some areas where teaching needs support. Although they have some monitoring processes in place to support staff practice, these are not always targeted accurately enough on coaching and mentoring to help identify and address improvements needed in staff practice. Despite this, staff comment that they feel well supported and part of a team and have good opportunities to extend their professional training.

## **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:**

- review snack time to ensure that there is a fully consistent approach to promoting children's good health
- build on the arrangements for staff supervision and training, to further develop their skills and raise the quality of teaching.

## Setting details

<b>Unique reference number</b>	507885
<b>Local authority</b>	West Berkshire
<b>Inspection number</b>	10399356
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	Mortimer Playgroup Association Committee
<b>Registered person unique reference number</b>	RP524029
<b>Telephone number</b>	0118 9331668
<b>Date of previous inspection</b>	28 November 2019

## Information about this early years setting

Mortimer Pre-School registered in 1992. The pre-school operates in Mortimer, near Reading in Berkshire. The pre-school is open each weekday during school term time. Sessions run from 9am to midday every day and from midday to 3pm, Monday to Thursday. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. Of the six staff who work with the children, five hold relevant childcare qualifications.

## Information about this inspection

### Inspector

Tracy Bartholomew

## Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- 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 manager and the inspector carried out a joint observation of a planned group activity.
- 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.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2025