

Inspection of Alpha Pre School

Freshbrook Community Centre, Worsley Road, Freshbrook, Swindon, Wiltshire SN5 8NU

Inspection date: 23 September 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy, safe and secure. Staff know children well and focus on creating strong bonds with them. Staff understand how this helps children's learning and development. Staff have developed a strong routine for children to understand. Children self-register by hanging their name label on the branch of a pretend tree. Older children set an alarm clock that lets children know when it is time to create a circle for a group time. Children explain to their friends that they have set the clock to make a noise in five minutes. Children develop physical skills as they move their bodies to music. Older children remember what day it is and which month, showing strong memory skills. Children are kind to others. They are confident and greet new people with big smiles. During group times, children take part in a song where they welcome all the children to the setting. Staff have high expectations for children's behaviour. Children are good at taking turns and waiting patiently. When younger children have trouble sharing toys, staff help them understand how their actions impact others.

Staff have created a good curriculum that prepares children well for their next stage of learning. Children make good progress in their learning and development. Children are curious, and older children stay engaged in activities for long periods. They use white paint and egg boxes to make a pretend set of teeth. This helps them develop their imagination skills, while staff talk to children about dental hygiene and why daily toothbrushing is important.

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

- Staff read to children often. Children listen to staff read a story about toilet training. Staff read using animated and interesting voices. As a result, children listen and engage. Older children enjoy sitting in quiet areas and looking through books. They explore the images and words they see on the pages. Staff attend courses to learn engaging reading techniques, which supports them to enhance their reading styles and inspire children to love books and reading.
- Staff hold rich conversations with most children, helping them build a broad vocabulary. They support children in recalling what they know and can do. During snack times, staff help children explore a pineapple. They learn where it grows and that it feels 'spiky'. Staff speak in calm voices and give children time to think and respond. However, staff do not always provide targeted support for children who speak English as an additional language to enhance their language and communication skills even more.
- Staff support children to learn about their local community. They go on walks to the local woodland to learn about nature and the seasons. They visit the nearby post office and local shops to learn about the local community. Staff decorate the pre-school walls with photos of local sights. This helps children better

understand their community. However, staff do not support children to understand and celebrate their similarities and differences and to learn about religions and cultures that differ from their own.

- Children develop independence skills as they bring the plates, cups and snacks of cut apples and bananas to the snack table. Children serve themselves their snack. Young children develop hand strength as they pour milk into their cups. After snack times, children wash their bowls and plates without reminders. However, children have sugary drinks and processed foods in their packed lunches. Staff do not work closely enough with parents to help children make healthy food choices.
- At the time of inspection, staff did not hold valid paediatric first-aid certificates, which is a breach of statutory requirements. However, leaders have taken prompt action by booking all staff onto appropriate training and have committed to ensuring future compliance. Despite the lapse in certification, staff demonstrate sound knowledge of paediatric first-aid procedures and remain informed through online updates. Leaders promote the value of ongoing professional development effectively, which positively influences children's learning.
- Parents' feedback is positive. Parents report that their children's needs are met. Staff guide parents on childcare issues, such as toilet training. Parents say communication is effective and that they feel well informed about children's activities.
- Staff have made improvements since the last inspection. Staff have received targeted support to improve the quality of their teaching. They implement an ambitious curriculum that meets children's developmental needs and supports children to make the best possible progress in their learning.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure that all staff maintain valid paediatric first-aid certificates at all times to meet statutory requirements.	06/10/2025

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

- review the strategies in place to support children who speak English as an additional language to further support their language and communication skills even more
- develop staff's skills in planning a curriculum to support children to understand and celebrate their similarities and differences and to learn more about religions and cultures that differ from their own
- work more closely with parents to support children in developing healthy choices around food.

Setting details

Unique reference number	EY408710
Local authority	Swindon
Inspection number	10381618
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	24
Number of children on roll	15
Name of registered person	Alpha Pre School Freshbrook Committee
Registered person unique reference number	RP907828
Telephone number	07468436852
Date of previous inspection	12 December 2024

Information about this early years setting

Alpha Pre School registered in 2010. It operates from a room in Freshbrook Community Centre in West Swindon. The pre-school operates from Monday to Friday, from 9am to 3pm, term time only. There are three members of staff who work with the children. Of these, one holds a level 5 qualification and two hold relevant qualifications at level 3. The nursery offers government-funded childcare.

Information about this inspection

Inspector

Victoria Jones

Inspection activities

- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on the children's learning.
- The manager and the inspector completed a learning walk of the pre-school.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The children spoke with the inspector during the inspection.
- The manager and the inspector carried out a joint observation of an activity, and they evaluated this together.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.
- Parents shared their views of the pre-school with the inspector.

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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