

Earleybird Pre-School

The Terrapin, Hawkedon School Grounds, Hawkedon Way, Lower Earley, Reading, Berkshire, RG6 3AP



Inspection date

14 March 2017

Previous inspection date

28 January 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- All groups of children make good progress in their learning in relation to their starting points. The manager monitors children's progress closely and staff address any gaps in children's learning appropriately.
- Successful partnerships between parents and carers and other agencies ensure that all children's needs are well met, including those with English as an additional language.
- Staff encourage children's mathematical skills very well. They use every opportunity to encourage children to count, add and subtract and identify numbers.
- Staff have created a well-resourced and motivating environment. Children become independent and manage their personal needs very well. They show high levels of self-confidence and self-esteem.
- Staff sensitively help children to develop an awareness of keeping themselves safe. For example, they talk to children about the safe use of the apparatus in the garden.

It is not yet outstanding because:

- At times, staff ask children questions but do not give children long enough to think through and express their answers.
- Staff occasionally miss opportunities to talk to children about the benefits of healthy eating.

What the setting needs to do to improve further

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

- ensure that all staff understand when to ask children questions and when to allow them time to think through their responses
- build on children's understanding of making healthy food choices to help them recognise the importance of having a healthy lifestyle.

Inspection activities

- The inspector spoke to staff at appropriate times during the day and asked questions regarding safeguarding and children's care.
- The inspector spoke to a selection of parents and took their views into consideration.
- The inspector observed staff interactions with children during activities.
- The inspector conducted a joint observation with the deputy manager.
- The inspector sampled relevant documentation, including children's learning records, and a selection of the setting's policies.

Inspector

Ingrid Howell

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Managers and staff are knowledgeable about safeguarding and child protection issues. They know what to do if they have any concerns about a child's welfare. The manager has highly effective partnerships with other settings that children attend and she effectively shares information with the school's children attend. The manager works closely with teachers to share ideas on how to prepare children for school. This helps to ensure continuity of care and learning and especially helps children who need additional support. Staff training is closely linked to self-evaluation, staff supervision and staff appraisals. Staff attend training regularly to update their knowledge. There are many opportunities for staff to share what they learn with other practitioners. This helps to improve the quality of teaching across all areas of learning.

Quality of teaching, learning and assessment is good

The staff use their knowledge of children to plan enjoyable and challenging activities. For example, they provide large crates so that children can work together; plan how to manoeuvre and stack these to allow them to climb onto low level trees. Children show good control and coordination when using large movements. Staff know the children well and plan for their next steps in learning, based on accurate observation and assessments. Staff encourage older children to recognise and write their own names and to further develop literacy skills. Children access a wide range of resources that encourage them to make marks and practise writing during their play.

Personal development, behaviour and welfare are good

Children easily choose from a good range of resources and they freely initiate their own play. Staff encourage children to share, take turns and to be kind and helpful. Children's behaviour is good and they show high levels of respect for one another. Parents are provided with opportunities to be involved in their children's learning. For example, they are invited to attend parent evenings and receive regular updates on what the children are doing. Children show high levels of motivation and perseverance when completing tasks. They concentrate carefully on cutting circle shapes to make eyes in a mask.

Outcomes for children are good

Children develop skills that prepare them well for school. They play well together, share their ideas and develop strong friendships with other children. They enjoy using their imaginations and acting out familiar role-play scenarios. Children learn to be independent as they dress and undress themselves and work cooperatively with one another.

Setting details

Unique reference number	148652
Local authority	Wokingham
Inspection number	1085765
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	30
Number of children on roll	57
Name of registered person	Earleybird Pre-School Committee
Registered person unique reference number	RP524304
Date of previous inspection	28 January 2015
Telephone number	07986440308

Earleybird Pre-school registered in 1992. It is in the grounds of Hawkedon Primary School, in Lower Earley, near Reading. The pre-school opens each week day during school term time. Sessions are from 9am to midday and 12.15pm to 3.15pm. A lunch club is also available. The pre-school is in receipt of funding for the provision of free early education for children aged two-, three-, and four-years. There are 10 staff who work with the children, nine of whom hold relevant childcare qualifications.

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