

Streatley Hill Pre-School

The Coombe, Streatley, Reading, Berkshire RG8 9QL



Inspection date	12 July 2019
Previous inspection date	12 March 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager, management committee and staff are committed to achieving the highest standards. They use successful strategies for evaluating the effectiveness of the setting, which leads to ongoing improvements. The manager and staff work closely together as a highly motivated team.
- The manager accurately monitors children's progress in their development. She provides effective support for those children who fall behind in their learning, to enable them to keep up with their peers.
- Staff work closely with parents to ensure that each child has continuity of care and their development needs are well known. They regularly provide parents with advice and guidance to help them continue each child's learning at home.
- Staff foster children's well-being. They are extremely nurturing and establish positive, warm relationships with all children. This supports children's emotional well-being highly effectively.
- Although children are visibly happy, at times staff miss opportunities to fully challenge and extend their learning to the highest level, in particular those younger and quieter children.
- Staff fully embrace the different backgrounds of all families. This helps children to develop a deep understanding of their uniqueness and supports high levels of mutual respect.
- Children benefit from a wide range of activities in the local community, such as visits to local care homes for the elderly. This helps to support their understanding of the wider world.

What the setting needs to do to improve further

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

- make the most of opportunities to challenge and extend all children's learning to the highest levels, in particular those younger and quieter children.

Inspection activities

- The inspector took into account the views of parents spoken to on the day.
- The inspector observed the quality of teaching and the impact on children's learning.
- The inspector conducted a joint observation with the manager.
- The inspector held discussions with the manager, management committee, children and staff at appropriate times during the inspection.
- The inspector looked at various documents, including policies and procedures, staff training records, records for children and evidence of the suitability of staff.

Inspector
Jane Franks

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a good understanding of child protection and know the procedures to follow if they have a concern about the welfare of a child. There are effective vetting and induction systems in place to ensure staff are suitable to work with children. The manager ensures new staff have a buddy to help them with their new roles and responsibilities. She monitors staff performance well, for example, through regular and thorough supervisory arrangements. The manager carefully plans opportunities for staff to enhance their skills and knowledge, such as through targeted training sessions. This helps to raise the quality of their teaching and improves outcomes for children. The manager invites parents to staff training events and parents comment that this helps to support their understanding of how children learn. She works very well with the host school to provide a smooth move for children when the time comes.

Quality of teaching, learning and assessment is good

Staff complete detailed assessments of children's progress and consistently encourage parents to share information on children's achievements from home. Children learn to use tools such as scissors for a purpose. They cut out sails for their boats and learn to think about shape and colour. Children are curious and actively explore their environment. For example, they actively dig in the soil and add water into their play. Staff use opportunities such as these to support children's language and imaginative skills well. For example, children work as a team, hunt for resources and discuss how to create and build different scenes, such as a duck pond.

Personal development, behaviour and welfare are outstanding

Children show an extremely strong sense of belonging and secure emotional attachments with all staff. They demonstrate high levels of self-esteem and show exemplary behaviour. When small disputes occur, staff are excellent role models and sensitively help children to overcome their frustrations. Staff embed exemplary healthy lifestyle practices. For example, they work in partnership with parents to ensure they provide a balanced and nutritious packed lunch for their children. Children have an abundance of opportunities to practise their physical skills. For instance, they independently use a variety of materials, such as planks and crates, to create structures, such as aeroplanes. They pack their suitcases, collect their self-made passport and boarding pass and work as a team to decide who will be the pilot.

Outcomes for children are good

Children develop positive attitudes to learning and make good progress from their starting points. They are independent, make choices about their play and manage their own personal care needs well. Children are expressive and good communicators. For instance, they confidently talk to staff about their imaginary play experiences, such as which country they are going to travel too in their aeroplane. Children learn to make predictions, such as objects that will float or sink in water. They develop the skills they need for their move to school.

Setting details

Unique reference number	EY420025
Local authority	West Berkshire
Inspection number	10108770
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	20
Number of children on roll	48
Name of registered person	Streatley Hill Pre-School
Registered person unique reference number	RP530287
Date of previous inspection	12 March 2015
Telephone number	01491 875 247

Streatley Hill Pre-School registered in 2010. It is open during school term time, Monday to Thursday, between 9am and 3pm and on a Friday between 9am until 1pm. Lunch club is available each day. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four. There are eight members of staff employed to work with children. One staff member hold Early Years Teacher Status, one staff member has Qualified Teacher Status and five staff hold relevant level 3 childcare qualifications.

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