

# Purley Pre-School

Memorial Hall, Glebe Road, Purley on Thames, Reading, RG8 8DP



<b>Inspection date</b>	24 February 2015
Previous inspection date	23 November 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children form positive relationships with staff and other children. They demonstrate confidence to explore the environment and play cooperatively.
- Staff provide a wide range of interesting and stimulating activities that engage children well and motivate them to learn. Consequently, children gain the skills necessary for the next stage in their learning.
- Staff place a strong focus on helping children develop their communication and language skills. They use gesture and sign language to help children gain confidence. Through meaningful conversations, staff help children to think for themselves and solve problems.
- Children with special educational needs and/or disabilities receive consistent support due to staff working closely with other professionals.
- Staff promote healthy eating and healthy practices. As a result, children learn about healthy lifestyles.
- The committee and management work well together. They have strong self-evaluation processes, that are effective in driving improvement.

### It is not yet outstanding because:

- There are few opportunities for children to see print and symbols in the outdoor environment, to strengthen their understanding that print carries meaning.
- Staff do not always support children's independence at snack times. For example, children do not often pour their own drinks or prepare their own snacks.

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## What the setting needs to do to improve further

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

- extend opportunities for children to see print in the outdoor environment, to strengthen their understanding that print and symbols carry meaning
- provide further opportunities for children to develop independence and improve their physical skills, for example at snack times.

### Inspection activities

- The inspector had a tour of the setting.
- The inspector examined a sample of policies, documents and children's records.
- The inspector observed children and staff and carried out a joint observation with the manager.
- The inspector spoke with parents, staff and children to gain their views.
- The inspector discussed the self-evaluation process with the manager.

### Inspector

Alison Southard

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**Inspection findings****How well the early years provision meets the needs of the range of children who attend. This is good**

The quality of teaching is good because staff know how children learn. Staff prepare children well for their eventual move to school. They promote early reading and writing skills effectively with a wide range of activities. The indoor environment is rich with print which helps children understand that print conveys meaning. However, this is not the same for the outdoor area where there are not so many examples of the written word. Children enjoy good interactions with staff. They have an abundance of choice both inside and outside. They play cooperatively and form friendships. Staff help children to think about the world around them. Through provision of a variety of resources and activities that reflect other cultures, staff help children to learn about diversity. Staff count with children during every day routines to reinforce numbers and mathematics. They observe children at play, assess their progress and share their findings with parents.

**The contribution of the early years provision to the well-being of children is good**

Staff provide a welcoming environment where children feel secure. Children follow the routines of the session well. Staff encourage children to take turns and give gentle reminders about the behaviour they expect, to help children learn. Consequently, children behave well. They have lots of opportunities to gain independence. For example, they wash their own hands and hang up their own coats. However, staff do not always extend these opportunities at snack times. Children learn about their own safety as they take part in evacuation drills. Staff offer high levels of praise and encouragement and children are proud of their achievements. This promotes children's emotional well-being effectively.

**The effectiveness of the leadership and management of the early years provision is good**

The staff have a secure knowledge and understanding of the safeguarding and welfare requirements. They are fully aware of the procedures to follow if they have concerns about a child. They complete daily risk assessments to ensure the environment is free from hazards. Robust recruitment and vetting procedures ensure staff are suitable to work with children. The leadership team effectively monitor staff practice. They provide ongoing training and supervision for staff. This helps to ensure they have the knowledge and skills to carry out their roles and responsibilities confidently. Partnerships with parents and other settings are strong. The sharing of information enables parents to be involved in their children's learning, and provides continuity for children. Staff monitor children's learning closely and plan for their individual needs. All children, including those who have special educational needs, make good progress from their initial skills and abilities.

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**Setting details**

<b>Unique reference number</b>	507900
<b>Local authority</b>	West Berkshire (Newbury)
<b>Inspection number</b>	843305
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	35
<b>Name of provider</b>	Purley Pre-school Committee
<b>Date of previous inspection</b>	23 November 2010
<b>Telephone number</b>	07817760058

Purley Pre-school registered in 1992. It is based in Purley-on-Thames, Reading. The pre-school is open five days a week during term-time from 9.15am to 12.15pm and on Thursdays in the summer term, for children aged over four years, from 12.35pm to 3.35pm. The pre-school is in receipt of funding for children aged two, three and four years. The pre-school supports children with special educational needs and/or disabilities. There are twelve members of staff, eight of whom hold relevant qualifications.

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