

# Purley Pre-School

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



## Inspection date

7 March 2017

Previous inspection date

24 February 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Children make good progress and develop a wide range of the skills they need. For example, staff observe children's play regularly. This helps them to plan relevant learning experiences.
- Children are happy, confident, curious learners who eagerly engage in the wide range of activities that staff provide. They make independent choices in their play and seek out staff and other children to join in with them.
- Children have good relationships with staff. They settle easily and behave well. This helps to support their emotional well-being.
- Relationships with parents are good. For example, parents value the settling in process, they enjoy the assessment system that provides them with easy access to their children's progress. They feel valued and listened to by the staff.
- There are good relationships with the local school. The staff from the setting visit local schools and there is an effective programme that helps to prepare children for their move.

### It is not yet outstanding because:

- The adult-led small group sessions do not always maintain the focus of the learning planned for in the session.
- The staff do not always have the opportunity to take part in a broad range of professional development opportunities.

## What the setting needs to do to improve further

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

- ensure that the adult-led taught sessions maintain their learning focus to help the children make even better progress
- continue to provide a broader range of professional development opportunities.

### Inspection activities

- The inspector observed the children at play and talked with the children about their activities.
- The inspector held discussions with the supervisor in relation to observing a group learning activity and assessed the children's progress.
- The inspector looked at a range of documentation, including suitability checks, qualifications and children's records.
- The inspector held discussions with parents, the chair of the committee and all staff.
- The inspector observed children at play outside.

### Inspector

Heather Rushton

## Inspection findings

### Effectiveness of the leadership and management is good

The supervisor has a good understanding of the strengths of the setting. She uses discussions with staff and parents to identify aspects of practice to improve further. The staff work well together and they are consistent in their expectations of the children. This helps the children to behave well. Safeguarding is effective. All staff know the signs that they must be alert to and how to seek extra help if they have concerns. The committee work hard with the supervisor to make sure the pre-school meets the needs of the children.

### Quality of teaching, learning and assessment is good

Staff plan exciting activities, which help to motivate and engage children. For example, children make volcanoes and staff extend the activity based on suggestions from parents at home. Children add paint and each have an individual volcano that explodes to their delight and fascination. Staff know when to stand back and let children work out problems for themselves, or sensitively help those who may need more support. Children explore and share the opportunities to look for wiggly worms in the mud pit. The children share the tools well. They build on each other's imagination and talk about making a dinosaur in the mud. Children use mathematical ideas and resources in their play. For instance, they talk about how much an operation to make a pet dog better will cost and make dog treats in the play dough to sell for ten coins.

### Personal development, behaviour and welfare are good

Children are eager and keen to join in. They understand the daily routines and respond to staff's instructions quickly. For example, when staff sing a familiar song, children know that they must sit down ready for group time. Staff anticipate children's individual needs and encourage them to be as independent as possible. Children pour their own drinks and choose their snacks. The children enjoy playing outside. For instance, there is a good selection of activities which support children's physical development, such as riding a tractor, running, kicking a ball and using a slide. There are words and letters in the environment and imaginative toys to support children's language and sharing skills.

### Outcomes for children are good

Children develop good social skills and play together happily. Children are provided with lots of opportunities to develop self-help skills, this helps them to explore and extend their play as independent learners. Children develop their early reading and writing skills and can count confidently to ten and beyond. They are curious about the world around them and enjoy learning about the work adults do, such as being a vet. Children are well prepared for the next steps in their learning.

## Setting details

<b>Unique reference number</b>	507900
<b>Local authority</b>	West Berkshire (Newbury)
<b>Inspection number</b>	1085774
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Purley Pre-school Committee
<b>Registered person unique reference number</b>	RP524425
<b>Date of previous inspection</b>	24 February 2015
<b>Telephone number</b>	07525 234747

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 Tuesday and Thursday afternoons from 12.35pm to 3.35pm. The pre-school also offers a lunch club for all children from 12.15pm to 12.35pm. 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.

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