

Inspection of Purley Pre School

Long Lane Primary School, Long Lane, Tilehurst, Reading RG31 6YG

Inspection date: 12 September 2025

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is good

Children demonstrate impressive levels of independence, confidence and resilience at this welcoming pre-school. From the outset, leaders and staff build warm, responsive relationships with children. They provide a stimulating, well-resourced learning environment, inside and outside, where children eagerly explore on their own, with friends and alongside enthusiastic staff. Each child's unique personalities and learning styles are recognised and celebrated. For example, while children play hide and seek with staff, they quietly slip under tables, helping one another to arrange chairs around them. They whisper, wondering if they will be discovered. Staff play along and pretend they do not see them straight away, which makes the hiding children giggle and sparks laughter all around. This joyful atmosphere, where children can express themselves freely, nurtures positive behaviour and fosters a genuine love for learning.

Robust procedures for settling in new children help them quickly become involved in the fun activities. Highly skilled staff motivate these children to try new experiences. They provide impressive support for children with special educational needs and/or disabilities (SEND), those who receive additional funding and children who speak English as an additional language, enabling them to make continuous progress. Children also show compassion towards peers with complex needs, sensitively including them in their play. As a result, children thrive alongside one another and grow into self-assured and competent learners, which creates a truly respectful and nurturing place to be.

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

- Committed staff follow in the footsteps of passionate leaders. They swiftly identify any gaps in children's learning and provide effective, tailored support for those with SEND. Close relationships with parents and external professionals ensure strategies used in the pre-school are reinforced successfully. This reflects the team's dedication to an inclusive approach, as they thoughtfully adapt the curriculum to meet these children's individual needs for their sustained progress.
- The outdoor provision is a distinctive strength. Children love being in the fresh air and develop their physical skills well. They readily test their abilities with confidence, demonstrating great resilience. For example, younger children build core strength and balance as they swing on a rope attached to a tree. Older children work in pairs to spin at speed when on the see-saw. They show an understanding of how their leg muscles power the movement and notice the see-saw slows down when their feet leave the ground. Staff also take children into the forest school area, where they develop valuable skills, such as teamwork, cooperation and problem-solving.
- Communication and language development is seamlessly woven into daily

routines and children's play. For instance, staff encourage children to notice similarities between different crates as they work together to construct a stable tower. Children eagerly test out their ideas and carefully consider which crates to select, while using appropriate language to narrate their thinking. This helps to strengthen and deepen their reasoning skills. They beam with pride, as they gain a genuine sense of accomplishment when they succeed.

- Experienced and knowledgeable leaders prioritise children's needs in their decision-making. For example, they place a strong emphasis on children's personal, social and emotional development. They work diligently with staff to promote children's independence when managing their self-care, such as putting on outdoor clothes and wellington boots. Through sensitive interactions, children learn to recognise and understand their emotions. Older children mirror staff's warm and positive interactions as they make friendships with younger peers easily. Children also gain confidence in socialising with people from different walks of life, for example, during regular visits to a local care home.
- Leaders demonstrate an in-depth understanding of child development. They observe staff's practice and offer constructive feedback on ways to improve their existing knowledge and skills. Although leaders encourage individual staff to complete relevant training to address their needs, they do not consistently provide more personalised programmes for all staff. In addition, leaders acknowledge that the monitoring, coaching and mentoring aspects are not as well embedded to ensure all staff use the most effective teaching strategies to support children's development even further.
- Parents are highly complimentary about the care and support their children receive. They express immense confidence in the leaders' and staff's abilities to meet their children's individual needs. Staff maintain open and effective communication, ensuring parents are fully informed about their children's time at the pre-school and developmental progress. Parents particularly value the support given by staff to prepare their children for school, especially in developing their independence, confidence, social skills and speech.

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

- enhance staff's teaching skills further by fully establishing and monitoring effective, individualised coaching, training and mentoring programmes that consistently support children to make the best possible progress.

Setting details

Unique reference number	2752187
Local authority	West Berkshire
Inspection number	10417631
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 3
Total number of places	28
Number of children on roll	40
Name of registered person	Purley Pre School CIO
Registered person unique reference number	2752185
Telephone number	07504 831149
Date of previous inspection	Not applicable

Information about this early years setting

Purley Pre School re-registered in 2023. It is situated in the grounds of Long Lane Primary School in Reading, Berkshire. The setting operates Monday to Friday, from 7.30am to 3pm, term time only. It employs 10 members of childcare staff. Of whom, eight hold relevant qualifications at level 3. The setting is in receipt of funding to provide free early education for children aged two and three years.

Information about this inspection

Inspector

Sonia Panchal

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the pre-school.
- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Children spoke to the inspector about their friends and what they like to do when they are at pre-school
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Staff spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector and the manager carried out a joint observation of a group activity.
- Parents shared their verbal and written views of the pre-school with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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