

# Earleybird Pre-School

Inspection report for early years provision

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**Inspector** Vicky Turner

**Setting address** The Terrapin, Hawkedon School Grounds, Hawkedon Way,  
Lower Earley, Reading, Berkshire, RG6 3AP  
**Telephone number** 01189 668832  
**Email** earleybird@hotmail.co.uk  
**Type of setting** Childcare on non-domestic premises

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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## Description of the setting

Earleybird Pre-school is run by a voluntary committee made up of parents. It opened in 1986 and operates from its own premises situated within the grounds of Hawkedon Primary School. The setting is registered for no more than 50 children. A maximum of 24 children may attend the pre-school at any one time. The pre-school is open during term time from Monday to Friday mornings from 09.10am to 11.40am and afternoons from 12.40pm to 3.10pm. Children have access to an enclosed outdoor play area.

There are currently 49 children on roll aged from rising three to four. Of these, 44 children receive funding for early education. Children come from the local area. The pre-school is able to support children with special educational needs and/or disabilities and children who speak English as an additional language.

The pre-school employs 11 members of staff. Of these, three hold a Diploma in Pre-school Practice level 3, and one holds a Children's Care and Learning and Development level 3 qualification. Two members of staff are about to start their training. The setting is registered on the Early Years Register. There is no disabled access at present; however, access will be available when they move to the new purpose-built premises in September 2010.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Earleybirds Pre-school is an inclusive setting with good safeguarding procedures. Excellent partnerships with the school allows for daily integration of both the pre-school and the reception class children. Children make good progress because the staff, parents and external agencies work well together to ensure that individual needs are well met. The on-going self-evaluation process means that the setting builds on its strengths and knows exactly how to improve. The setting has addressed all recommendations from the last inspection, reflecting the setting's good capacity to improve.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further systems for tracking pupil progress to gain an overview of progress overall and to identify possible gaps in the provision
- continue to encourage hard to reach parents to contribute to their children's learning and development
- encourage children to tidy up after snack-time to encourage further independence.

## **The effectiveness of leadership and management of the early years provision**

The passionate new manager has a clear vision for the setting which is shared by all. The staff are well motivated and committed to delivering a high level of care to all children in the Early Years Foundation Stage (EYFS). The manager, staff and parents engage in on-going self-evaluation which enables them to recognise their strengths and identify areas for further improvement. All recommendations from the last inspection have been fully addressed. All policies have been reviewed and changes implemented at the Annual General Meeting in October 2009. The new planning system now includes every child's individual early learning goals, outcomes, evaluations and next steps. Staff communication bulletin have been introduced to ensure that staff are kept informed of any changes to practice.

All areas of learning are provided for and supported with a wide range of age appropriate, high quality resources that are accessible to all the children. Children also have access to the reception class play area and equipment. The setting is particularly well resourced for developing children's knowledge and understanding of the world. Furniture and equipment are child-friendly and meet safety standards. Staff are effectively deployed to ensure that the children are well supervised at all times both indoors and out.

Staff actively promote equality and diversity and draw on the expertise of parents and volunteers who visit the setting to talk to the children about various festivals and cultures. Children listen to music and sing songs from different cultures. For example, they sing Spanish and French songs and listen to Chinese music. They participate in ethnic cooking and dressing up activities and enjoy a birthday party in the Chinese Restaurant role play area. Children have access to different ethnic foods, multicultural musical instruments and multicultural foods in the role play area which supports their understanding of differences. They learn about disabilities through books for example 'Sam uses a Wheelchair'.

Effective policies and procedures are consistently followed to ensure that children are kept safe. All staff are thoroughly vetted to ensure that they are suitable to work with children. Fire drills are operated each half term. Annual risk assessments and daily health and safety checks means that children are kept safe at all times.

The setting has established excellent links with the school, operating as a pilot partnership Foundation Stage Unit. This integration supports the transition process. The community worker and the family liaison officer from the school, visit the setting during drop off time to talk to parents. Good links with external agencies means that children receive the support that they need to make progress. The setting is supported by the Early Years Team.

Relationships with parents are good. Parents are kept well informed through the school's website, termly newsletters and verbally. Parent questionnaires enable parents to air their views about the setting. They are encouraged to contribute to their children's learning and development however, some parents are proving hard

to reach. Parents are invited to attend the Annual General Meeting and have attended a 'Letters and Sounds' workshop and coffee mornings run by the school. Parents say that the 'staff deal with individual children's needs very well' and the 'children look forward to going in every day.'

## **The quality and standards of the early years provision and outcomes for children**

The integration between the reception and nursery classes as a Foundation Stage Unit, have enhanced children's enjoyment and achievement. Children take part in adult-led and spontaneous child initiated activities both indoors and out, with a wide variety of resources which are accessible to all. Regular observations enable key workers to use this information to help children become active learners. Learning journeys indicate the next steps which are used within planning. Systems for tracking pupils to gain an overview of progress overall are less well developed. Children make good progress exceeding age-related expectations in language for communication, creative development and knowledge and understanding of the world. The fish tank, the cricket world and the beetle world, provide excellent opportunities for developing children's knowledge and understanding of the world.

Children are taught how to keep themselves safe through discussions and reminders. For example, they know that they are to wait until the person in front of them has got to the bottom of the slide before taking their turn. They follow the arrows on the play castle to avoid accidents. The premises is safe and staff and visitors sign in on arrival at the setting. Accidents are recorded in the accident book and parents are informed. Children know how to vacate the building safely should the need arise.

Children make healthy choices at snack time and choose from crackers, fruit, milk and water. However, they are not encouraged to tidy away after snacks. Children's dietary needs and allergies are respected. Hand washing routines are well established and staff take effective measures to minimise the risk of infection and the spread of disease. The spacious and well resourced outdoor play area and the reception play area provide varied opportunities for children to engage in active physical play to develop their gross motor skills. Children participated in 'I can do' exercises sponsorship to raise money for outdoor equipment including waterproof trousers.

Children are exceptionally well behaved because they have good relationships with their adults. They are taught the consequences of their own behaviour in the family style learning. They realise that they are role models for the younger ones. They make choices, initiate their own play and help tidy up when they hear the music. Children are encouraged to display their work on the children's board. They share and play well together. They grow cress and feed the fish. Children contribute to the wider community by singing carols at the nursing home nearby.

As part of the Foundation Stage Unit, the setting has full access and integration into the school. They have the use of the school's information and communication technology (ICT) suite and the school's hall. The setting has a computer with a

wide collection of programmes to support and extend learning in all areas. Children also have access to programmable toys, cameras, mobile phones, voice recorders and remote control cars. Mark-making areas both inside and outside provide great opportunities for writing. There are plenty of opportunities for 'talk' as adults are in constant dialogue with the children and extending their vocabulary. Early morning 'letters and sounds' sessions provide exciting opportunities for developing children's phonological awareness. Children have book bags and take a book home every day. Children have developed a love for books and share books with their friends at every opportunity. Daily activities and number rhymes present opportunities for developing problem-solving and numeracy skills. Visits to the park, library and the post office help children understand the world around them.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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