

Earleybird Pre-School

The Terrapin, Hawkedon School Grounds, Hawkedon Way, Lower Earley, Reading, Berkshire, RG6 3AP



Inspection date	28 January 2015
Previous inspection date	29 January 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Good quality teaching, based on a strong knowledge of children's individual current achievements and next steps in learning, help children progress steadily towards the early learning goals.
- Staff prepare rich and varied learning environments indoors and outdoors which spark children's interest and enthusiasm to play, explore and investigate.
- Children behave very well; they are happy and develop the confidence to mix with children and siblings from the adjacent reception classes, in their shared outdoor play areas.
- Staff consistently give the highest priority to the safety of children and support their growing understanding of how to keep themselves safe and healthy.
- Partnership working with parents and colleagues is strong, supporting children's learning, development, and well-being during their time at the pre-school and as they move on to school.
- The manager combines her skills in early years and business management, as she draws together the views of parents, colleagues, and children to drive forward further improvements across the pre-school.

It is not yet outstanding because:

- Occasionally, younger children lack confidence when entering the pre-school because it is busy and their key person is settling other children.
- Opportunities for children to select, use, and experiment with technology that works, are limited both indoors and outdoors.

What the setting needs to do to improve further

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

- review and strengthen the role of the key person or their buddy, as they greet and steer younger children through the busy start to each session
- improve the educational programme for technology by providing a wider range of resources that children can learn to select, operate and experiment with themselves.

Inspection activities

- The inspector observed a wide range of activities across all areas of the pre-school and talked with staff and children about what they were doing.
- The inspector reviewed documents and procedures relating to safeguarding and equal opportunities, and checked a selection of other policies.
- The inspector sampled a range of children's records, the pre-school's planning, evaluation, and the information exchanged with parents and external professionals.
- The inspector took account of the views of parents spoken to on the day and reviewed written communication from parents.
- The inspector met with the leadership team and conducted a joint observation with the manager.

Inspector

Helen Robinshaw

Inspection findings

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

Children make good progress in their learning and development because the manager and her team know, and effectively implement, the requirements of the Early Years Foundation Stage. The manager's clear focus on raising the quality of teaching through higher levels of training and qualifications is evident across staff practice. Children easily access a wide range of good quality learning experience, which staff design to meet their individual needs and provide them with further challenge. However, working resources to extend children's understanding and use of technology were limited. Senior staff monitor children's progress across all areas of learning and development and quickly address any gaps in children's knowledge and skills. Staff work well with parents and external agencies to link children's learning and development across home and the pre-school. Very close working practices between the pre-school and school staff, result in children moving easily between locations. Staff are very effective in preparing children emotionally and educationally for the next stage in their learning.

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

Staff place a high priority on developing effective working relationships with families from the start. Home visits, flexible starts, and 'stay and play' sessions all help families to engage with the daily practices at the pre-school. The key person system is generally very effective in tailoring care and learning to meet children's individual needs. However, not all staff work consistently with a buddy, to build the confidence and social skills of some of the younger children when their key person is attending to other children. With support from their key person, children soon happily explore the stimulating indoor and outdoor play areas staff prepare for them. Children learn to be kind to each other as they share and play imaginatively with interesting resources. Observant staff encourage children's increasing independence in choosing healthy options for snack, and managing their personal needs as they find the appropriate clothing for outdoor play and investigations.

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

All staff keep children's safety and welfare a priority as they follow well thought-through policies and procedures to meet all the requirements of the Early Years Foundation Stage. Parents express their confidence in the manager and her committed staff, knowing they care deeply for the children, and for their safety. The manager knows her staff well, and uses their strengths and training to enhance their daily practice with the children. She also has clear systems for evaluating their impact on children's levels of progress, and identifying areas for improvement within the team. Regular staff supervisions help her to work with staff to sharpen their skills in areas where they are less confident. With support from their committee, staff continue to raise standards and achievements for all children.

Setting details

Unique reference number	148652
Local authority	Wokingham
Inspection number	841834
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	62
Name of provider	Earleybird Pre-School Committee
Date of previous inspection	29 January 2010
Telephone number	07986440308

Earleybird Pre-school registered in 1992. It is run by a parent committee and operates from a building attached to Hawkedon Primary School, in Lower Earley, near Reading. The pre-school opens each week day during school term time. Sessions are from 9am to 12 noon and 12.15pm to 3.15pm. A lunch club is also available. The pre-school is in receipt of funding for the provision of free early education for children aged two, three, and four. There are 11 staff who work with the children, nine of whom hold relevant qualifications. The pre-school also employs an administrator.

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