

Poperinghe Pre-School

Community Complex, Princess Marina Drive, Arborfield, Reading, Berkshire, RG2 9NN



Inspection date

24 April 2015

Previous inspection date

8 March 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

- Staff form positive relationships with children. The key-person system is effective. As a result, children settle quickly.
- The quality of teaching is good. Staff provide children with a broad range of learning opportunities which helps them to make good progress.
- Staff promote healthy eating and healthy practices. Children have plenty of opportunity for outdoor play and exercise. Consequently, children learn about healthy lifestyles.
- Partnerships with parents and other providers are strong. The regular sharing of information provides continuity for children in their care and learning.
- Robust recruitment and vetting procedures help to ensure that staff are suitable to work with children.
- Self-evaluation is strong. The pre-school management team is effective in driving improvement. Management takes into account children's and parents' views to help maintain good standards.

It is not yet outstanding because:

- Staff do not provide consistent opportunities between rooms for children to develop self-care skills, particularly during daily routines such as mealtimes.
- There are limited opportunities for children to see positive images of diversity within the environment, to further develop their understanding of differences in society.

What the setting needs to do to improve further

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

- provide consistent opportunities for children to develop their independent self-care skills, particularly during daily routines
- extend opportunities for children to see positive images of diversity, to strengthen their understanding of differences between themselves and others.

Inspection activities

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

Inspector

Alison Southard

Inspection findings

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

Staff plan exciting activities to cover all areas of learning. For example, children have opportunities to explore the outside woodland area that staff have created, where they use a variety of tools under close supervision. Children are confident, independent learners. Staff provide them with a good variety of activities to develop their reading and writing skills in readiness for school. Children learn to recognise their names because they have opportunities to see them in print. Staff place a strong focus on developing children's communication and language skills. They use a variety of strategies to help children. This allows children, including those who are learning English as an additional language, to build on their initial skills and abilities. As a result, all children, including those learning English as an additional language, make good progress. Staff celebrate different festivals to teach children about differences. However, there are limited opportunities for children to see positive images of diversity in the environment, to strengthen this further. Staff observe children as they play, assess their progress and share this 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 safe. Children form close relationships with staff. Staff provide children with an abundance of choice and they happily explore the environment and make good use of the resources available. Staff provide children with opportunities to develop their independence skills, such as through dressing themselves. However, they do not maximise all opportunities to help strengthen children's independent self-care skills. For example, at snack time, they do not provide children with consistent opportunities to pour their own drinks, or prepare their own snacks. Staff remind children of the need for safety. They teach them about keeping themselves safe and practise regular evacuation drills. They help children to develop their social skills. For example, they give gentle reminders to reinforce sharing and they remind children not to run inside. Consequently, behaviour is good. Staff promote good hygiene practices effectively, for example, children follow regular hand washing routines.

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

The management works well together to meet the requirements of the Early Years Foundation Stage. They provide ongoing training and supervision for staff. This helps to ensure that staff have the knowledge and skills to carry out their roles effectively. Staff monitor children's learning and plan for their individual needs well. This all helps to improve outcomes for children. The staff demonstrate a thorough awareness of the procedures to follow if they have concerns about a child's welfare. They carry out regular risk assessments and follow safe practices to safeguard children in their care.

Setting details

Unique reference number	EY221396
Local authority	Wokingham
Inspection number	826354
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	75
Number of children on roll	121
Name of provider	Poperinghe Pre-School Committee
Date of previous inspection	8 March 2011
Telephone number	0118 9763215

Poperinghe Pre-School registered in 2002. It is situated in Arborfield, Reading, Berkshire. The setting is in receipt of funding for the provision of early education for two-, three- and four- year-old children. The pre-school opens five days a week during school term times and a holiday club runs during some holidays. Opening times are from 8am until 4pm. There are 25 members of staff, 17 of whom hold relevant early years qualifications, including the manager who has Early Years Professional Status.

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