

# Charvil Preschool

Jubilee Hall, Park View Drive North, Charvil, Reading, RG10 9QY



<b>Inspection date</b>	6 June 2016
Previous inspection date	2 July 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
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

- Staff help children to be prepared for school and the next stage in their learning. They plan a range of activities to encourage children to develop positive attitudes towards learning. Children make good progress in their learning.
- Children form secure attachments with the staff. They are happy and settled. These positive relationships boost their self-confidence and emotional well-being.
- Staff observe and assess children's current interests and abilities. These observations are used to plan purposeful learning opportunities that help to move children's learning forward. Staff build effective partnerships with local schools, which help children experience a smooth transition when the time comes.
- Children's mathematical skills are developing well. For example, staff model counting and use questioning well, to enhance children's number skills.
- Leaders and the committee have a good overview of the pre-school and the progress children make. They implement clear action plans and have made significant changes since the last inspection. Self-evaluation is used well to drive continuous improvement.

### It is not yet outstanding because:

- Staff miss opportunities to encourage children to explore and extend their awareness of the community, to enhance their understanding of the wider world.
- Leaders do not make the best use of all opportunities to reflect on staff's teaching practice and evaluate the impact it has on enriching children's experiences.

## What the setting needs to do to improve further

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

- provide children with more experiences to extend their knowledge and awareness of their community
- build on systems for monitoring and evaluating staff practice, to raise the quality of teaching and learning even higher.

### Inspection activities

- The inspector observed activities in the main base room and in the garden.
- The inspector carried out a joint observation with the manager, and checked evidence of suitability and qualifications of staff working with children.
- The inspector sampled relevant documentation including children's learning records, planning, a selection of the setting's policies and children's records.
- The inspector held meetings with the manager and committee members, and spoke with staff at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to during the inspection.

### Inspector

Anneliese Fox-Jones

## Inspection findings

### Effectiveness of the leadership and management is good

Leaders, committee members and staff understand their roles and responsibilities and work well together as a team. The arrangements for safeguarding are effective. All staff are secure in the procedures to follow if they are concerned about a child. Children are supervised well and kept safe as they play. Since the last inspection, staff have successfully reviewed the documentation and paperwork available, such as recording children's different patterns of attendance. Staff regularly refresh their understanding of safeguarding procedures to keep abreast of changes. Staff have opportunities to attend additional courses as required and share new information with the rest of the team. This has a positive impact on the quality of care and education that they provide.

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

Children enjoy leading their own play. For example, they choose from a range of toys and resources available. Staff are skilful in following and supporting children's interests. Effective assessments are used to monitor children's progress and identify the next steps in their learning. Staff keep parents informed of the progress their children are making. Children have many opportunities to express their creativity and imagination. For example, they are eager to post letters in the pre-school's post box. They count and consider shapes and sizes, for example, when sorting letters in the post box and making playdough. Children's skills in communication, language and literacy are developing well. They develop an interest in early reading and writing.

### Personal development, behaviour and welfare are good

Children's social and emotional well-being is promoted well. Staff gather information about children's home lives when they first start and ensure their differences and similarities are respected. Children behave well. Staff teach them to take turns, share and use their good manners. They praise and encourage children frequently. This promotes children's self-esteem and helps develop their confidence. Children learn about keeping themselves healthy. For example, they enjoy a variety of nutritious snacks and learn about good hygiene routines. Children enjoy the outdoor play area. They develop great physical skills, for example, as they blow and chase bubbles, and relish being physically active.

### Outcomes for children are good

All children, including those for whom the pre-school receives additional funding, make good progress given their starting points. Children are motivated learners. For example, they effectively develop vocabulary and communication skills, and learn to solve practical problems, such as when using programmable toys to change directions. Furthermore, children learn to listen and follow instructions well. They develop good social skills.

## Setting details

<b>Unique reference number</b>	148644
<b>Local authority</b>	Wokingham
<b>Inspection number</b>	1021684
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	3 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	31
<b>Name of registered person</b>	Charvil Pre-School Committee
<b>Registered person unique reference number</b>	RP518211
<b>Date of previous inspection</b>	2 July 2015
<b>Telephone number</b>	07503194712

Charvil Preschool registered in 1969. It is located in Charvil, near Reading in Berkshire. It opens Monday to Friday between 9.15am and 2.15pm during term time only. The pre-school receives funding for the provision of free early education for children aged three and four years. A total of six members of staff are employed to work with children; of these, five hold relevant qualifications at level 3.

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