

Poperinghe Pre-School

AWS Coommunity Complex, Princess Marina Drive, Arborfield, Berks, RG2 9NN



Inspection date

4 May 2017

Previous inspection date

24 April 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager sets a clear example for her staff team as she creates a welcoming, non-judgemental environment where every child and family are valued, respected and supported. Children are happy and confident to investigate new ideas and activities.
- The manager ensures staff follow thorough risk assessments to keep children safe. For example, at all times, children are closely supervised by staff trained in first aid. Children learn to assess and manage risks cautiously, such as climbing, building dens, hunting for bugs and, occasionally, cooking on open fires outdoors.
- Staff consistently model clear expectations for behaviour and children learn to behave exceptionally kindly and cooperatively. Children gain a wealth of skills across all areas of learning.
- Staff provide children with extensive opportunities to pursue their own interests, indoors and outside. For example, children can choose to mix with siblings and friends of different ages during parts of the day. Children learn extremely well to adapt to the needs of others, negotiate different spaces at different speeds and cooperate in team activities.
- Good and improving systems of monitoring indicate that outcomes for all children are consistently good. This includes children learning more than one language and children catching up with their age groups following delayed starts.

It is not yet outstanding because:

- At times, some staff do not encourage children to investigate or find ways to solve problems they encounter for themselves, to fully extend their learning.

What the setting needs to do to improve further

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

- challenge children to think more about what they are doing, to help them find answers to problems and extend their learning even further.

Inspection activities

- The inspector observed, listened to and talked with children as they played indoors and during outdoor play.
- The inspector talked with parents and carers, and listened to their views about the pre-school and their children's progress.
- The inspector looked at children's records, discussed staff's planning and evaluation of activities and how they exchange information with parents.
- The inspector reviewed records and procedures relating to safeguarding and risk assessment, and discussed a range of other procedures relating to children's welfare, with the manager and chairperson of the committee.
- The inspector observed care routines and completed a joint observation with the manager. Together they discussed how staff training had contributed to children's learning and development.

Inspector

Helen Robinshaw

Inspection findings

Effectiveness of the leadership and management is good

The manager is highly qualified and has very skilfully provided strong leadership across the pre-school to adapt to major changes in the local community. She continues to guide capable room leaders as, together, they develop the individual strengths of new staff. Improved monitoring helps the manager to track, evaluate and work with staff to improve every child's progress. Safeguarding is effective. The manager checks that all staff know how to recognise, record and respond to any welfare or child protection concerns they may have. The chairperson of the parent committee and the manager are a dynamic and skilled partnership who effectively appraise staff and agree training needs to improve outcomes for children.

Quality of teaching, learning and assessment is good

Staff work as a creative and harmonious team to plan and provide children with exciting opportunities for play and exploration. For example, children show delight, curiosity and a good understanding of lifecycles through first-hand experiences, such as nurturing caterpillars, hatching chicks and harvesting strawberries. Staff encourage children to reflect on their activities; however, they sometimes do not use these rich learning opportunities to challenge children to think through problems. Staff engage parents in their children's learning well. For instance, they share high-quality information and ideas for their children's next steps in learning.

Personal development, behaviour and welfare are outstanding

Experienced and highly attentive staff make an extremely diverse range of children, families and carers feel extremely welcome at the pre-school. All children quickly settle and flourish. Parents and carers agree that staff are sensitive, supportive and highly skilled in developing very effective partnerships with them and any other professionals helping their children. Staff raise children's skills in making healthy choices superbly. For instance, children are enthralled by the diversity of the seeds and plants they learn to sew, water and care for in their vegetable plots. Staff note that peas and beans become so much more interesting to the children when they learn how to shell the pods and eat produce they have grown.

Outcomes for children are good

All children make good or better progress from their starting points and develop strong foundation skills for school. For example, young children quickly feel emotionally secure and ready to investigate new play areas and equipment with the help of a wider range of adults. Older children learn to listen and attend as their friends confidently share their ideas. Children develop good communication skills, speech and pre-literacy skills. For instance, they discuss plans to make a pretend garden centre and find note pads to begin to 'write' lists of things they need. Children experiment with rulers and spontaneously mark the tiny, equally spaced lines with precision, as they did when sowing seeds.

Setting details

Unique reference number	EY221396
Local authority	Wokingham
Inspection number	1091355
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	75
Number of children on roll	96
Name of registered person	Poperinghe Pre-School Committee
Registered person unique reference number	RP520330
Date of previous inspection	24 April 2015
Telephone number	0118 9763215

Poperinghe Pre-School registered in 2002. It operates from the Garrison Community Centre in Arborfield, near Reading, Berkshire. The pre-school is open each weekday between 8am and 4pm, during school terms. Staff also offer a holiday club during some holidays. The pre-school is in receipt of funding for the provision of free early education to children aged two, three and four years. There are 16 members of staff working with the children; nine of whom hold appropriate qualifications at level 3 to level 6. This includes the manager who is an early years teacher.

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