

St Catherine's Pre-school

St Catherine's Pre-school, Wittenham Avenue, Tilehurst, Reading, Berkshire RG31 5LN



Inspection date	15 January 2019
Previous inspection date	14 March 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
Effectiveness of 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

- The manager, committee and staff team have worked hard to effectively address actions from their previous inspection. They have recently implemented new systems to plan for children's next steps in learning while following their interests as they play and learn.
- Partnership working is strong. The manager has formed strong links with local authority advisers and reception teachers at the adjoining school.
- Children are confident communicators. They express their thoughts and ideas well, particularly while they participate in group times and imaginative play with staff.
- Staff know the children and their families well. They work closely with parents to gather information and support children when they first start. This helps children settle quickly and feel confident to enjoy their time at pre-school.
- Children thoroughly enjoy trips to their local community and staff use these well to help them learn to assess risks in the environment and keep themselves safe.
- Staff support children with special educational needs and/or disabilities and those with English as an additional language to develop their communication skills well. They make good progress from their starting points.
- Although staff closely monitor the progress of individual children, they have not yet checked that different groups of children achieve as well as each other.
- Staff do not consistently provide children with opportunities to learn to use technology purposefully.

What the setting needs to do to improve further

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

- develop the use of assessment information to check that all groups of children, such as boys and girls, are achieving as well as each other
- continue to develop the range of activities aimed at teaching children about information technology, particularly to offer further challenge for the most able children.

Inspection activities

- The inspector observed staff's teaching and the impact this had on children's learning, both indoors and outdoors.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at development records, a selection of policies and procedures and the accident and medication records.
- The inspector assessed staff's understanding of how to keep children safe.

Inspector

Charlotte Foster

Inspection findings

Effectiveness of leadership and management is good

Leaders and managers have a good understanding of meeting statutory requirements. For example, they follow robust recruitment procedures to ensure the suitability of all staff and committee members. The manager is working hard to embed the new online system which tracks the individual progress of children, to enable parents to be more involved in their children's learning. Staff confidently describe the many ways children could be at risk of harm. They know the correct reporting procedures for both local authorities their children come from, should they have concerns about their welfare. Risk assessments are thorough, this helps staff consider children's safety well during trips into the community and while they play at pre-school. Safeguarding is effective.

Quality of teaching, learning and assessment is good

Children have good opportunities to learn mathematics during their play. For example, children count their fruit pieces as they cut them, learn shapes during group time and discuss the volume of pots during sand play. Children have fun opportunities to develop their physical skills. For instance, they giggle in a group activity, moving their body into different shapes, such as 'French beans' and 'jumping beans'. Older children are seen caring for younger children and guiding them in their imaginary play, developing their creativity well. Staff invent new games to follow children's interests, such as a singing game to practise turn taking and the sounds of letters in children's names. Staff have attended training to develop their understanding of systems to enhance communication. Following this a new picture exchange system has been developed to support children's communication and choices even further.

Personal development, behaviour and welfare are good

Children are all motivated learners who feel confident to explore their environment and 'have a go' at the good range of activities provided. They independently register their names, make their snack and put on their coats for outdoor play. Staff have a number of programmes where they share learning resources with parents, this creates a united approach to children's development. For example, as children prepare for their move to school they select books to read and start to use a book bag to take their items home from pre-school. They take 'chatterboxes' home which include resources to extend their early literacy and numeracy skills. Children learn about the similarities and differences between themselves and others, such as when they taste food from different cultures, and create craft work to celebrate a variety of festivals.

Outcomes for children are good

Children develop their physical skills, for example, they climb on the pirate ship and build with construction toys. Children learn about the life cycles of tadpoles and grow plants, supporting them to develop knowledge about the world they live in. They recognise their names and use the sounds for letters during activities. All children, including those with special educational needs and/or disabilities, are well prepared for their move to school.

Setting details

Unique reference number	110745
Local authority	West Berkshire
Inspection number	10084813
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	3 - 8
Total number of places	40
Number of children on roll	66
Name of registered person	St Catherine's Pre-School Committee
Registered person unique reference number	RP523169
Date of previous inspection	14 March 2018
Telephone number	07745 909 348

St Catherine's Pre-school registered in 1992. The pre-school opens Monday to Friday during school term times. Sessions are from 7.45am until 12 pm Monday to Friday, with a lunch club 12pm to 1pm, Monday to Thursday. Afternoon sessions run from 12 pm until 3pm, Monday to Thursday. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school employs nine members of childcare staff. Of these, all but one hold recognised childcare qualifications.

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