

Whitegrove Pre-School

3 County Lane, Warfield, BRACKNELL, Berkshire RG42 3JP



Inspection date	27 February 2019
Previous inspection date	11 July 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 owner and manager offer every family a home visit as part of the enrolment process. Parents praise staff for the secure and nurturing relationships they begin to establish with the children during these visits. Children are very quick and happy to separate from their parents and discover the wealth of exciting activities that staff prepare for them.
- The leadership team quickly grasps and creates offers of help from local voluntary organisations and professionals with specialist knowledge and skills. This is evident in many recent and ongoing improvements to the outdoor play areas. Access to additional training continues to raise the quality of teaching and outcomes for children with delays in areas, such as listening and speaking.
- Well-qualified, experienced staff carefully observe and celebrate children's achievements. They use assessments well to identify children's strengths, as well as areas where children are less confident. Staff plan and successfully create further opportunities to extend children's confidence and learning. They are quick to secure additional help where it is needed.
- Staff use their very good links with the community to broaden children's understanding of the world and how to stay safe as they explore it. For instance, children attend story times at the adjacent library, choose fresh fruit and seeds to grow from the local store, and meet police and fire officers.
- All children develop a wide range of key skills in preparation for school. For example, they enjoy opportunities to recognise and write their names, put on their own coats and clear away equipment at home time.
- Staff do not consistently make the most of the opportunities that arise for the older children to listen and respond to ideas expressed by others.
- Although staff establish good relationships with their local school, they do not make the most of opportunities to develop strong and consistent links with all local schools children go on to attend, to further support a shared approach to children's learning.

What the setting needs to do to improve further

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

- extend the opportunities that arise for the older children to listen to each other and explore their ideas even further
- strengthen links with a wider network of schools in order to support continuity in children's care and learning during their transition to school.

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 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 discussed 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 owner and the manager.
- The inspector observed care routines and completed two joint observations with the manager. Together, they discussed how staff's training has contributed to children's learning and development.

Inspector

Helen Robinshaw

Inspection findings

Effectiveness of leadership and management is good

The owner and manager work very effectively to evaluate and improve all areas of the pre-school. They consult widely and quickly adopt better practices to raise the quality of teaching and care. For instance, professional partnerships with local advisers have led to improved monitoring of children's progress and changes that engage boys in a wider range of imaginative play. Leaders follow safer recruitment practices. They value, coach and clearly target improvements in staff's practice. Highly professional relationships and high aspirations unite the staff team and underpin strong partnerships with parents. Safeguarding is effective. The leadership team knows how to recognise and respond to a multitude of safeguarding and welfare concerns. It checks that staff also understand how to protect children at the setting and on outings in order to help ensure children's safety.

Quality of teaching, learning and assessment is good

The quality of teaching is good and staff continue to apply new ideas from training. They adapt their teaching to cater for each child's level of understanding, abilities and ways of learning. Children eagerly take part, work together and persevere with tasks. For instance, when the children notice there is an increase in birdsong, staff challenge their thinking about how birds live and what they do. Children work together to find the materials they need to make a large bird's nest in their playground. They talk about the different types of birds and why they make nests. Staff work sensitively with parents and effectively share information to enable them to extend children's learning. For example, children hunt for bird's nests in trees in the community. They take an interest in observing similarities and differences in wildlife.

Personal development, behaviour and welfare are good

Staff help all children to understand why personal hygiene is important and how to manage it effectively. Children learn to use different sinks and bowls of water for different purposes, such as washing away paint, getting rid of germs and cleaning cups and plates. Staff use information from parents and other professionals to successfully help them support children with special educational needs and/or disabilities. For example, they use a range of visual prompts and specific techniques to include every child in routine activities and play. Children make independent choices about the games they play and learn to follow simple rules well.

Outcomes for children are good

All children make good progress and are well prepared for the next stage in their learning. For example, two-year-olds quickly settle and gain the confidence to explore the rich and varied play areas inside and outside. Older children treat each other with courtesy and learn from each other. For example, they watch each other find objects made from different materials in a new sand tray. Children learn to choose and master the use of one-handed tools to move different shapes of objects. They practise using tools for writing, balancing and weighing in readiness for school.

Setting details

Unique reference number	EY477817
Local authority	Bracknell Forest
Inspection number	10075985
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	1 - 4
Total number of places	24
Number of children on roll	30
Name of registered person	Initial Steps Ltd
Registered person unique reference number	RP533700
Date of previous inspection	11 July 2016
Telephone number	01344 425258

Whitegrove Pre-School registered in 2014. It operates from a hall in Warfield, Bracknell. The pre-school is open from 9.15am to 3pm each weekday during term time. It is in receipt of funding for the provision of free early education for children aged two, three and four years. The pre-school employs seven staff, five of whom hold appropriate early years qualifications at level 3 or 4.

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