

Reddam House Berkshire Early Learning School

Reddam House Berkshire, Winnersh, Wokingham RG41 5BG



Inspection date	17 May 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Staff observe children carefully, listen to them respectfully and know precisely what they do and do not understand. For example, babies' first words include 'deer', 'tractor' and 'puppy'. They reflect the abundant and rich experiences staff provide and use to inspire children's wonder and fascination with the world around them.
- Excellent partnerships with parents promote children's learning further. For example, parents understand why children notice that a dog 'only has two body parts', because they know the children have been learning that insects have three.
- Staff teaching the older age groups challenge children to even higher levels of observation and study. For instance, children find a dead bee and examine it under a digital microscope. They spot pollen and examine the stinger carefully. They amend their fine drawings to add a further set of wings and the circular patterns on them.
- The leadership team adapts its extensive knowledge of children's online learning to guide staff, parents and children. Everyone develops the ethos and practical skills to help children stay safe as they take full advantage of new technology.
- Staff show children how to marvel at the tiniest details in life. This is evident as children examine the progress of seeds they incubate, vegetables they grow and caterpillars that turn into butterflies. They confidently experiment with very different materials, such as clay, charcoal and colour mixing, to represent their observations.
- Leaders moderate and monitor staff assessments of children's progress across all aspects of their learning. They check that different groups of children achieve to their ability and gently challenge them further. Children who need additional help receive it promptly. Children of all ages make rapid levels of progress and are exceptionally well prepared for the next stage in their learning.

What the setting needs to do to improve further

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

- develop and implement ideas to extend opportunities for children to represent their ideas, thoughts and feelings through music.

Inspection activities

- The inspector talked to parents and carers at the beginning of the session to gather their views on the early learning school and their children's progress.
- The inspector observed the quality of teaching and the impact this has on children's learning and development across the different stages, inside and outside.
- The inspector listened to and talked with children as they played, and reviewed how well staff monitor and extend children's achievements.
- The inspector sampled policies and spoke to staff to gauge their understanding of safeguarding arrangements and how they promote children's welfare.
- The inspector undertook joint observations with the leadership team and asked how staff training improved outcomes for children.
- The inspector looked at a range of documentation, including information on staff suitability checks and training, and discussed plans for further improvement with the leadership team.

Inspector

Helen Robinshaw

Inspection findings

Effectiveness of leadership and management is outstanding

The highly professional leadership team makes excellent use of the different range of expertise offered by colleagues at the main school. For example, the school nurse and specialist sports teachers contribute to updated policies, procedures and staff training. These improvements help staff to prevent accidents, keep children safe and rapidly share information about children's medical needs with their parents. Self-evaluation is highly effective and considers the views of the staff, parents and children. For instance, parents requested a broader menu to accommodate specific dietary needs. The catering team responded swiftly, sharing higher levels of practice across both the setting and the main school. Safeguarding is effective. The leadership team diligently checks, expands and rehearses staff knowledge of child protection. Staff are alert to potential concerns and confident to respond appropriately.

Quality of teaching, learning and assessment is outstanding

A high proportion of staff are qualified teachers and/or hold degrees in early years education. Ongoing staff training continues to inspire all staff to even higher levels of teaching and children to higher levels of learning. For example, staff make extensive use of projectors to extend children's fascination with the world around them. Excellent teaching allows children's captivation and curiosity to continue inside as they excitedly investigate their findings. When two-year-olds marvel at snails, staff project detailed images of snails moving across the art room wall. Children examine their shiny trails and touch the spiral shells. Staff see and extend their interests to develop new skills. For example, children practise handling tiny tools to paint their own dried pasta 'snail' shells and trails. Children are curious, excited and motivated by their learning.

Personal development, behaviour and welfare are outstanding

Highly responsive staff use their extensive knowledge of children's interests to rapidly settle children of all ages. For example, children discover some dens made in the woods and want to build their own. Staff first teach children how to work safely with sticks and respect natural habitats. Children quickly develop team skills. They listen respectfully to each other as they share their research about homes built of different materials, in different climates and countries. They discover similarities and differences between themselves and others. Staff are extremely inclusive. They find additional ways to 'fast track' the high proportion of children who are learning more than one language. For example, specialist teachers sing and play their guitar during outdoor play times. Children gain more opportunities to practise their English. However, opportunities for children to express themselves spontaneously through music are less well developed.

Outcomes for children are outstanding

All ages of children make excellent progress and are extremely well prepared for school. Children develop high levels of independence in their self-care and learning. They are curious and know how to investigate, make closer observations and learn from the world around them. Children appreciate that their friends have good ideas too and enjoy sharing in each other's learning. They are polite, respectful and flourish socially, emotionally and academically.

Setting details

Unique reference number	EY495544
Local authority	Wokingham
Inspection number	10103978
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	160
Number of children on roll	156
Name of registered person	Reddam House (Berkshire) Limited
Registered person unique reference number	RP901788
Date of previous inspection	Not applicable
Telephone number	0118 9748300

Reddam House Berkshire Early Learning School registered in 2015. The setting is located in the grounds of Reddam House School in Winnersh, Wokingham. It is open from 8am to 6pm all year round. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. There are 38 staff who work directly with the children, 36 of whom hold relevant qualifications at level 3 to level 6. This includes 19 staff who hold degrees in education or early childhood, 11 of whom hold qualified teacher status. The setting also employs an administrator and receives care from a school nurse.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

