

St Andrews Pre-school

St Andrews Hall, Albert Road, Caversham, READING RG4 7AW



Inspection date	19 June 2019
Previous inspection date	21 January 2015

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
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

- The manager is passionate and dedicated in her role. She takes great care to implement a range of policies and procedures which promote children's safety, welfare and learning at a very high level.
- The well-qualified and enthusiastic team displays exceptional teaching skills. They give children time to explore and practise new skills, build confidence in their abilities and fuel their own passion for learning.
- The manager monitors children's progress exceptionally well. This allows her to identify children who may need additional support. She offers expert guidance for staff on how to target teaching to help children catch up.
- Partnerships with parents are highly successful. Staff involve parents in all aspects of their children's learning. They value parents' contributions highly, and regularly discuss children's interests and next steps.
- Staff interact successfully with children and are very skilled in supporting them to gain excellent communication and language skills. For example, children benefit from small-group activities with their key person, to help develop skills such as listening and attention.
- Staff are extremely skilled and sensitive in helping children of all ages form special bonds with their key person. Children are exceptionally happy, secure and independently explore the environment.
- All children, including those who need additional support, make exceptional progress in their learning and development from their starting points. They thrive in the highly stimulating environment and are very motivated and eager to learn.

What the setting needs to do to improve further

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

- continue to build on children's already excellent behaviour, and support younger children to continuously help them to develop high levels of self-control appropriate for their age.

Inspection activities

- The inspector observed the interactions between staff and the children and considered the impact on their learning.
- The inspector spoke to parents and took account of their views.
- The inspector asked the staff questions throughout the inspection to establish their understanding of how to safeguard children, and how they monitor children's learning and development.
- The inspector sampled documentation, including qualifications, children's records and policies.
- The inspector completed a joint observation of an activity with the manager and discussed self-evaluation with her.

Inspector
Ingrid Howell

Inspection findings

Effectiveness of leadership and management is outstanding

The manager focuses highly on staff's professional development. She supports them extremely well through continuous supervision and monitoring. This helps to identify training opportunities for staff, to ensure teaching is continuously of the highest standard. Regular meetings between the manager and staff enable them to continuously evaluate the provision and consider ways to improve. For example, they adapt the learning environment so that children can use, move and combine toys in a variety of ways based on their current interests. This has been highly successful, and there has been a significant increase in children's focus. For instance, children show extremely high levels of fascination and a greater willingness to explore and investigate, while benefiting from uninterrupted play. Safeguarding is effective. The manager ensures the staff have an excellent knowledge of how to keep children safe. She has created a culture of vigilance where children's well-being is continuously promoted.

Quality of teaching, learning and assessment is outstanding

Staff demonstrate an excellent understanding of how children learn and develop. They place a particularly sharp focus on encouraging them to develop early writing skills. For example, they provide an abundance of resources to enable them to record their thoughts and ideas during play. Children love listening to stories. Staff use these interests to extend their learning, such as encouraging them to predict what might happen next and repeating rhyming patterns in stories. Children show high levels of determination, critical thinking and problem-solving skills. For instance, when they experience difficulties building a tower to reach the top of a metre ruler, they explore ways to make it stronger. Children collaboratively use resources to build a frame around it, to stop the tower from falling. When they discover there are not enough available bricks, they add other available resources to achieve their ultimate aim.

Personal development, behaviour and welfare are outstanding

Children demonstrate exceptionally high levels of respect for others. Staff support their positive behaviour superbly well and involve them in decision making. For example, older children have contributed to and agreed on the pre-school rules, such as not running indoors. However, there is scope to help the younger children to develop greater self-control in following this rule, particularly when they are excited to go and play outdoors. Staff are highly successful in promoting children's physical health and well-being. Children have excellent opportunities to be physically active. For example, they learn about the impact exercise has on their body, such as becoming breathless and their hearts beating faster.

Outcomes for children are outstanding

Children develop the skills that prepare them for the next stage in their learning exceptionally well. They take risks and engage in new experiences as they learn by trial and error. They show extremely high levels of energy and fascination and persevere when challenges occur, such as trying different approaches to solve problems. They demonstrate exceptionally high levels of imagination, such as when they act out stories, draw maps and pretend to find treasure in the garden.

Setting details

Unique reference number	116825
Local authority	Reading
Inspection number	10108427
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	30
Number of children on roll	31
Name of registered person	St. Andrew's Pre-school Committee
Registered person unique reference number	RP904543
Date of previous inspection	21 January 2015
Telephone number	07981 195435

St Andrews Pre-school registered in 1989 and operates from rooms within St Andrews Church Hall, Caversham, Berkshire. The pre-school receives funding to provide free early education for children aged three and four years. It opens during school term times, from 9.15am to 2.45pm Monday to Wednesday and 9.15am to 1.15pm on Friday. The pre-school employs seven staff, one of whom has qualified teacher status and six who have appropriate early years qualifications at level 3.

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