

Caversham Heights Pre-School



Methodist Church Hall, Highmoor Road, Caversham, Reading, Berkshire
RG4 7BG

Inspection date	26 June 2019
Previous inspection date	21 November 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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 assesses children's overall development well. She uses the information gathered on individual children's learning to quickly identify any gaps. She supports staff effectively in implementing plans, to help children to catch up if needed.
- Staff are committed to their ongoing professional development. They make good use of training, to help keep their knowledge and skills up to date. For example, they have undertaken training to help them to manage children's behaviour more effectively.
- Children make good progress from their starting points. They develop the skills they need for the next stage in their learning, including school. They demonstrate good speaking and listening skills, for example when they have conversations with their friends and predict what might happen next in stories.
- Staff help children to understand and value the differences and similarities between themselves and others. For instance, they complete activities that encourage children to talk about themselves and celebrate their uniqueness.
- At times, children are unable to follow their curiosity and current interests in their play.
- Occasionally, staff do not respond to children's emerging interests to help them to become engaged fully in their learning experiences.

What the setting needs to do to improve further

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

- develop the accessibility of resources to allow children more opportunities to make choices and follow their own interests and curiosity
- respond consistently to children's emerging interests and engage them in learning experiences at every opportunity.

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 the views of parents.
- 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 supervisor and discussed self-evaluation with her.

Inspector
Ingrid Howell

Inspection findings

Effectiveness of leadership and management is good

Staff work well together as an enthusiastic team. Effective staff monitoring enables the supervisor to provide them with regular feedback and guide them in ways to improve. The arrangements for safeguarding are effective. Staff complete regular training and have a clear understanding of their roles and responsibilities in keeping children safe. Robust recruitment and vetting procedures are followed and there is a thorough induction programme. This helps to ensure that staff are suitable for their roles. The supervisor and staff reflect well on the effectiveness of the provision. They regularly discuss their practice and seek the views of parents to help identify areas to enhance further. They work well in partnership with parents and other professionals involved in children's care. They provide regular summaries of what the children have learned and give them helpful ideas on how they can support learning further at home. Parents speak highly of staff and how their children have become increasingly self-confident since attending the pre-school.

Quality of teaching, learning and assessment is good

Staff interact well with children. They use children's interest in books and stories to help them to learn. For example, as they read to children, they ask them questions, such as what they can see in the pictures, to help develop their early communication and language. During role play, children show tremendous imagination as they act out scenarios based on their own experiences, such as preparing food and caring for the baby dolls. Children show high levels of speaking and listening skills. They happily chat to their friends about going on holiday, being unwell, and about things that they enjoy doing. Children listen with interest and share their own experiences. Staff provide good opportunities to encourage children to cooperate during play. For example, children use building blocks and work together to build towers. As they play, staff talk to them about different strategies to make the tower secure and encourage them to work as a team. When they complete the task, they count how many bricks they have used and talk about the tower being 'tall'.

Personal development, behaviour and welfare are good

Staff are very good role models. They support children's good behaviour well. For instance, they gently remind them of the expectations and positively praise their efforts. Subsequently, children show high levels of self-confidence and emotional well-being. All children are encouraged to participate in regular physical activity and benefit from varied opportunities for exercise. They enjoy the time they spend outdoors and develop good physical skills. For example, they manoeuvre around obstacles on bicycles, balance on stilts and use apparatus with confidence.

Outcomes for children are good

Children have fun as they learn and delight in joining in with activities. They behave well, and find solutions when conflicts arise. This is demonstrated when they make suggestions, such as cutting dough into two pieces, so that they can share with their friends. Children count reliably up to 15, use mathematical language during play, and work cooperatively to solve problems and explore ways to overcome challenges.

Setting details

Unique reference number	116821
Local authority	Reading
Inspection number	10108426
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	2 - 4
Total number of places	32
Number of children on roll	34
Name of registered person	Caversham Heights Pre-School Committee
Registered person unique reference number	RP518114
Date of previous inspection	21 November 2013
Telephone number	0118 9484851

Caversham Heights Pre-School registered in 1963 and is a committee-run group. The pre-school operates from the Methodist Church Hall in Caversham, near Reading. It operates term time only, offering a variety of sessions. Sessions operate from 9.15am to 2.15pm on Tuesday, Wednesday and Thursday and from 9.15am to 12.15pm on Friday. The pre-school is closed on Mondays. The setting receives funding to provide free early education for children aged three and four years. There are seven members of staff working with the children. The supervisor holds early years teacher status, and three members of staff hold appropriate childcare qualifications at level 2 and 3.

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