

Beenham Pre-School

Community Room, Beenham Primary School, Beenham, Reading, Berkshire, RG7 5NN



Inspection date	26 March 2018
Previous inspection date	22 September 2015

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

- Children enjoy their time in the pre-school. They form good relationships with the staff and other children. They interact and play well together, and engage in enjoyable activities.
- The quality of teaching is good. Staff encourage children to think, explore and solve problems. Children are eager and motivated to learn. They make good progress.
- Staff are very good role models. They are polite and respectful to one another and the children. Children learn to share, play cooperatively and their behaviour is very good.
- Monitoring and professional development of staff are effective in improving aspects of teaching practice, which have a positive impact on outcomes for children. For example, following communication and hand-signing training, staff have improved how they encourage children to communicate, express themselves and have conversations.
- The manager monitors individual and groups of children's progress carefully. She quickly identifies and addresses any gaps in the curriculum. For example, staff used every opportunity to introduce counting and numbers during activities and in the environment, when she found a weakness in children's progress in mathematics.

It is not yet outstanding because:

- Staff do not gather detailed information from parents about children's abilities when they start, to feed into planning for children's individual learning needs from the outset.
- Although children have lots of opportunities to initiate their own play and extend their imaginations outdoors, there is less scope for those who prefer to be indoors.

What the setting needs to do to improve further

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

- gather more detailed information from parents about children's abilities when they first start, to enable planning to be more precise to individual learning needs from the outset
- offer more opportunities for children to initiate and extend their own play and creativity, particularly for those children who prefer to learn indoors.

Inspection activities

- The inspector observed staff's interactions with the children during activities indoors and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector spoke to several parents and took account of their views.
- The inspector met with the manager and provider and sampled a range of documents, including staff's suitability checks, qualifications and children's learning journeys.

Inspector

Charlotte Jenkin

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff have a good knowledge of safeguarding issues, including recent guidance. They know the procedures to follow if they have concerns about a child or a colleague. They use social media in a way that protects children's identities. Recruitment processes are effective in checking staff's suitability to work with children and this is monitored regularly. The manager uses self-evaluation to make ongoing improvements to the provision. For example, she has introduced new observation sheets to help staff focus more precisely on what children know, can do and their approaches to learning. Parents receive good information about their children's next steps in learning and are encouraged to support these. For example, they have weekly newsletters that detail current themes and activities they can continue at home. Staff work closely with other professionals involved in children's care to promote continuity.

Quality of teaching, learning and assessment is good

The quality of teaching is good. Staff interact well with the children during their play and help them to become engaged in their activities. They help children think about and solve problems. For example, when digging in the sand, staff ask 'How might we get the hole to disappear?' Staff promote children's language well, such as through singing songs and encouraging children to talk about the treasure map they are drawing. Staff provide many opportunities for children to learn about shape, space and measure. They talk to children about what may happen when they add more rice to the scales, and encourage them to test their predictions. They use mathematical language to aid children's understanding of concepts, such as 'full', 'empty', 'heavy' and 'light'.

Personal development, behaviour and welfare are good

Staff know the children and use their interests well to promote their development. For example, they use children's interest in superheroes to promote their self-care skills. Children enjoy regular fresh air and exercise, such as riding tricycles, pushing prams and digging in the sand. They also use their imaginations well as they bury treasure and draw maps to help others find it. Children enjoy serving their own nutritious snack, such as raisins and crackers, as part of learning about healthy lifestyles. They learn about the safety rules of the group, and know, for example, that the register is called in case of a fire. Children learn to share, take turns and play nicely with their friends.

Outcomes for children are good

Children develop useful skills that prepare them for school. They develop good self-care skills, for example, they put on their coats and boots for outdoor play. They develop skills in readiness for writing, such as drawing and stretching rubber snakes to strengthen their hand muscles. Children show interest in counting and numbers, and older children name and write recognisable letters. Children listen and concentrate well at group time.

Setting details

Unique reference number	508015
Local authority	West Berkshire (Newbury)
Inspection number	1128323
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	25
Name of registered person	Beenham Preschool Committee
Registered person unique reference number	RP903152
Date of previous inspection	22 September 2015
Telephone number	0118 9714380

Beenham Pre-School registered in 1992. It operates from the community room situated at Beenham Primary School, in a rural village close to Reading, in Berkshire. The pre-school is open during term time only. It operates Monday to Friday from 8.45am to 2.45pm, offering morning and afternoon sessions, with a lunch club from 11.30am to 12.30pm. The pre-school receives funding for the provision of free early education for children aged three and four years. The pre-school employs five members of staff, four of whom hold appropriate early years qualifications. It has close links with Beenham Primary School.

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