

Willow Bank Pre-School

Duffield Road, Woodley, Reading, Berkshire RG5 4RW



Inspection date	16 January 2019
Previous inspection date	11 January 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

- Children enthusiastically engage in play and activities and are motivated to learn. They develop a good range of skills to help them become ready for their eventual move to school. Children, including those with special educational needs and/or disabilities, make good progress.
- Staff develop very effective partnerships with parents and professionals. They successfully gain and share information to help meet children's individual learning and care needs consistently. For example, staff make very good use of information about children's interests to support their learning and to assist new children to settle quickly.
- Staff support children's learning and development strongly, including providing well-timed sensitive interactions. They carefully plan resources and activities to meet children's individual needs and promote their next steps in learning.
- Children form positive relationships with each other and staff. They have good social skills and develop their confidence very well. For example, children confidently make their own choices about their play and follow their own ideas.
- The new committee is enthusiastic and supports the operation of the pre-school well. For example, it meets with the manager regularly and has helped set objectives to develop the quality of the provision further.
- At times, staff do not challenge children's learning at a consistently high level in order to help extend their learning even further, in particular most-able children.
- Although the manager monitors staff practice well and provides good support for them, she has not fully considered further ways to help develop their skills and knowledge to a higher level.

What the setting needs to do to improve further

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

- provide even more challenge to children, in particular for those who are most able, to help extend their learning further and support them to make even better progress
- build on the already good monitoring of staff practice, to help them develop their skills and knowledge to a higher level, to support children's outcomes even further.

Inspection activities

- The inspector viewed the pre-school premises.
- The inspector observed children's play and indoor and outdoor activities, and observed their interactions with staff.
- The inspector spoke to the chairperson, manager, staff, children and parents during the inspection.
- The inspector completed a joint observation and held a meeting with the manager.
- The inspector sampled documents, including evidence of staff and committee members' suitability and children's records.

Inspector

Sheena Bankier

Inspection findings

Effectiveness of leadership and management is good

The manager is dedicated to raising the quality of the provision further. She uses additional funding effectively, for example to widen children's experiences of the world. The manager closely monitors and maintains the good quality of teaching, including providing improvement targets for staff, such as during supervision meetings. The manager and staff make improvements that support children's learning, and build on their professional development. For example, they have extended their understanding of supporting children's outdoor learning, including implementing the use of a small wooded area. Safeguarding is effective. Staff understand their responsibilities to safeguard children's welfare and know how to manage any concerns.

Quality of teaching, learning and assessment is good

Staff spend focused time with children, individually and in groups. They support children's language skills effectively, for instance by asking questions that help children think and respond. Staff listen carefully to children and help develop their vocabulary well, such as by repeating back sentences to teach children how to say the words correctly or in the right order. Staff inspire children to develop their ideas and be creative. For example, they encouraged children to extend the train track. This helped children to work cooperatively together using their social skills and to learn to solve problems. The manager and staff monitor children's progress closely. They quickly respond to any identified gaps in children's progress. For example, they work consistently with parents and professionals to help children catch up quickly.

Personal development, behaviour and welfare are good

Children are very happy and settle easily. They behave well and develop understanding of how to manage their feelings. For example, staff talk to them about pictures that reflect different emotions. This helps children begin to recognise their own and others' feelings. Children learn about keeping themselves safe. For example, in the woods, they learn to return to 'base camp' when asked. Children learn to manage risks, such as standing on appropriate stools to help them construct a higher tower from bricks. Children increase their awareness of the world. For example, they enjoyed dressing up in traditional outfits to celebrate Diwali. Children's good health is supported effectively, including through physical activity, fresh air and learning how to care for their teeth.

Outcomes for children are good

Children are well prepared for their next stage in learning. They learn about letters and the sounds they represent. For example, they found toy animals hidden in the woods and identified the initial-letter sound of each animal's name. This engaged children effectively and helped them develop literacy skills in a way that interested them. Children learn to use small tools with care and concentrate well, such as when using scissors. They develop good levels of independence and learn to care of themselves, including visiting the toilet and washing their hands by themselves. Children develop good mathematical skills. They count confidently, recognise shapes and identify different sizes.

Setting details

Unique reference number	148695
Local authority	Wokingham
Inspection number	10066979
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	3 - 4
Total number of places	32
Number of children on roll	42
Name of registered person	Willow Bank Pre-School Committee
Registered person unique reference number	RP518212
Date of previous inspection	11 January 2016
Telephone number	01189 27 2338

Willow Bank Pre-School registered in 2001 and has been operating for over 25 years. It is located in Reading, Berkshire. The pre-school is open each weekday from 8.45am to 3.30pm during school term time. Sessions are offered in the morning and afternoon, and children can stay all day. A lunch club operates between 11.45am and 12.30pm. The provider receives funding for the provision of free early education for children aged two, three and four years. There are nine staff, including the manager, who work with the children. Of these, seven hold relevant qualifications at level 2 or above, including the deputy manager who holds a qualification at level 4 and the manager who has early years professional status.

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