

Finches Preschool

The Memorial Hall, The Village, Finchampstead, Wokingham, Berkshire, RG40 4JU



Inspection date	29 February 2016
Previous inspection date	23 September 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- Staff are friendly and help children to feel secure and settled. This helps children to become confident and absorbed in a range of activities that interest them.
- Teaching is good and staff use observations and assessments well to plan for children's next steps in learning. Children make good progress in relation to their starting points.
- All staff and committee members have a secure understanding of their role and responsibility to safeguard children, including what to do if they have concerns about a child's welfare.
- Partnerships with parents and other professionals are good; strong relationships with parents help staff to recognise and support children's individual needs.
- Children develop their language and numeracy skills well through play. For example, they play with coloured bear figures, sorting and grouping them. Staff teach children to use descriptive words to compare and differentiate.
- Together with her team, the manager uses effective self-evaluation methods to identify any areas for further improvement.

It is not yet outstanding because:

- Staff do not routinely plan effectively and consider how they can best promote children's all-round learning.
- The manager does not make the best use of all opportunities to reflect on staff's teaching practice and the impact it has on enriching children's experiences.

What the setting needs to do to improve further

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

- strengthen staff's understanding of how children's learning can consistently be promoted and provide greater challenge in all environments
- evaluate ongoing professional practice and the impact this has on improving the provision for children, to raise the quality of teaching and learning even higher.

Inspection activities

- The inspector observed activities in the main base room and on the tennis courts.
- The inspector carried out a joint observation with the manager and checked evidence of suitability and qualifications of staff working with children.
- The inspector sampled relevant documentation, including children's learning records, planning, a selection of the setting's policies and children's records.
- The inspector held meetings with the manager and committee members and spoke with staff at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to during the inspection.

Inspector

Anneliese Fox-Jones

Inspection findings

Effectiveness of the leadership and management is good

Since the last inspection, the manager and staff have developed their knowledge about supporting children's learning and have successfully reviewed the documentation and paperwork available. They continue to source training and extend their professional development to improve the quality of the pre-school. This knowledge has a positive impact on children's learning and well-being. The manager ensures that her staff are secure in their knowledge of their responsibilities through regular meetings and appraisals. The setting takes account of the views of parents and children. Safeguarding is effective. Policies and procedures are implemented effectively to ensure that children are kept safe.

Quality of teaching, learning and assessment is good

Staff know and implement the learning and development requirements well. They regularly assess children's skills and plan activities to support their progress. Staff use their skills and experience well, placing high emphasis on supporting children's language and communication. Staff use key words and pictures to help children, particularly the younger ones, to make connections in their learning. Children's interests are well supported. For example, children enjoy building with large blocks, so staff provide them with plenty of building opportunities. Staff review children's development regularly and complete the progress check for children between the ages of two and three years.

Personal development, behaviour and welfare are good

The key-person system is implemented effectively, allowing parents, children and staff to form close bonds. Settling-in sessions are flexibly organised and parents are encouraged to stay and play with their children to comfort them during initial sessions. Children learn about appropriate ways in which to behave. Staff actively promote appropriate boundaries and regularly praise children for their achievements. Staff teach children to respect others and the environment. Furthermore, children are involved in taking decisions, making choices and learning to keep safe. Children's understanding of technology is promoted well as they independently find their way around educational games on the pre-school mini computers. Children develop good physical skills and show increasing coordination, such as when using the balancing beams.

Outcomes for children are good

Staff use information from children's assessments to monitor their good progress and to identify any emerging gaps. Children gain the necessary skills to be well prepared for school or the next stage in their learning. They enjoy interesting activities that increase their personal and language skills. For example, children eagerly listen to stories, are encouraged to be independent, and manage tasks for themselves.

Setting details

Unique reference number	148685
Local authority	Wokingham
Inspection number	1029531
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	32
Number of children on roll	32
Name of provider	Finches Pre-School, Finchampstead Committee
Date of previous inspection	23 September 2015
Telephone number	07783153665 (sessions)

Finches Pre-School opened in 1995 and registered in 2001. The pre-school is situated in Finchampstead, Berkshire. It is open on weekdays during school terms. Sessions run from 9.15am to 12.15pm on Mondays, with an extended time for lunch club on Tuesdays to Fridays, when the setting is open until 1pm. The pre-school committee employs eight members of staff, two of whom hold Qualified Teacher Status. Four other members of staff hold relevant qualifications to level 3. The pre-school receives government funding for the provision of free early education for children aged two, three and four years.

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