

Inspection of St Andrews Pre-school

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

Inspection date: 30 January 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children enjoy the time they spend at the warm, welcoming and inclusive pre-school. The highly effective and well-established key-person system supports children's emotional well-being and helps them to form secure attachments. Children show a positive attitude to learning and demonstrate that they feel safe and secure. They are keen to explore, investigate and take pride in their achievements. For example, when they develop new skills, they call to their key person to show them. Staff compliment children and provide lots of praise. These positive experiences help children develop a sense of achievement and an enthusiasm to learn.

Children make good progress from their starting points. Staff complete regular observations and assess their development effectively. This helps them to identify when children may need additional support. Children with special educational needs and/or disabilities are supported well. Detailed meetings with parents and other professionals enable staff to share information about their care and learning needs. This enables them to provide children with the targeted support they need to succeed. Children successfully develop the skills they need for the future. For example, they complete tasks independently, show high levels of imagination, ask for help when needed and play harmoniously alongside their peers.

Children's communication and language skills are good. Staff model good speaking skills to ensure that children hear and understand the correct sentence structures. They ask children questions, check what they know, identify misconceptions and provide explanation. Children demonstrate a wide vocabulary and confidently engage in two-way conversations with staff and other children.

What does the early years setting do well and what does it need to do better?

- Staff provide an abundance of opportunities to support children's literacy skills. Children have access to an excellent variety of fiction and non-fiction books and a vast range of writing materials. Children develop age-appropriate reading and writing skills. For example, younger children enjoy using paintbrushes and water to make marks and listen with interest to familiar stories. Older children, recognise their names, pretend to write during their play and accurately predict what will happen in stories.
- Overall, staff have a good understanding of how children learn and develop. Most of the time they teach in a way that supports children to develop knowledge and skills. For example, they use technology to show children pictures of 'old fashioned' telephones and explain to them how these operated. Children listen with interest, show curiosity and make links to the 'talking tubes' they used in the garden. However, although most staff adapt their teaching in

response to children's interests, there are some instances where this does not occur. This means that during these activities, some children become restless and do not fully benefit from the intended learning.

- The curriculum provides children with a rich and diverse range of learning experiences. Children enjoy learning about different countries around the world. They learn about what makes them unique and explore the cultures and beliefs of others. This develops their understanding of similarity and difference and prepares them for life in modern Britain.
- Overall, children have a good understanding of why some behaviour rules are in place and the impact that their behaviour may have on others. Children are polite, kind and show high levels of respect and tolerance. However, rules, such as not running indoors are not consistently implemented, to help children to fully understand how to keep themselves safe.
- Staff support children's health and welfare well. Children have good opportunities to be physically active, regularly discuss the importance of making healthy food choices and follow robust hygiene practices. This helps children to develop an understanding of the importance of leading a healthy lifestyle.
- Partnerships with parents are strong. Parents report that the pre-school has given their children endless opportunities to develop their learning, as well as life skills. Staff provide parents with a range of resources, including games, 'story sacks' and books to help them to extend children's learning at home.
- Staff work well together as a dedicated team. They are reflective and committed to providing good quality care and education. Leaders regularly conduct staff supervisions, offering good support for staff's well-being. This contributes to high levels of staff morale.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support staff to help them to recognise when to adapt the activities and the teaching in response to children's interests
- focus more on helping children to fully understand the rules and boundaries of the pre-school, particularly those that help children to keep themselves safe.

Setting details

Unique reference number	116825
Local authority	Reading
Inspection number	10380698
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 at time of inspection	2 to 4
Total number of places	30
Number of children on roll	36
Name of registered person	St. Andrew's Pre-school Committee
Registered person unique reference number	RP904543
Telephone number	07981 195435
Date of previous inspection	19 June 2019

Information about this early years setting

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 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.

Information about this inspection

Inspector

Ingrid Howell

Inspection activities

- The manager and the inspector completed a learning walk together and discussed how the curriculum is organised.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager and discussed the quality of teaching.
- The inspector asked staff questions to establish their understanding of how to safeguard children, and how they assess and plan for children's learning.
- The inspector took account of the views of parents through face-to-face feedback provided

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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