

Inspection of South Hill Park Pre-School

Leppington, Birch Hill, BRACKNELL, Berkshire RG12 7WW

Inspection date: 3 July 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	Good
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What is it like to attend this early years setting?

The provision is good

Children demonstrate that they are happy, confident and feel secure in this friendly pre-school. They leave their parents with ease and quickly settle into their chosen activities. For example, staff support children in recalling the ingredients to make play dough for their daily session. This helps children to build on what they already know and can do.

Leaders and staff have designed a challenging, broad and balanced curriculum that supports children's learning and development. Staff observe and respond to children's interests, encouraging child-led play. As such, children immerse themselves in learning opportunities that motivate them. For instance, children spend a long time making a 'chocolate cake' in the mud kitchen. They excitedly speak to the staff, asking if they would like mint in their cake as they pick the herbs to mix into their creations. Children show great imagination as they play.

Staff have high expectations of children's behaviour. Children mimic their positive interactions. As such, children are kind and show genuine concern for others. For example, as they start to mix the water into their pretend cake mix, they gently remind staff to sit in the shade out of the sun. This helps children learn how to keep themselves safe.

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

- Staff prioritise providing meaningful learning to help children make connections in their learning. They weave in every opportunity for children to use counting in their play. For example, children are delighted as they pretend to be shopkeepers and serve carrots in the role-play area. Staff count the money alongside the children as they pay for their items. They challenge children's thinking as they count out how much change they need to give their customers. This helps children develop their early numeracy skills well.
- Staff understand the importance of developing children's communication and language. They use animated storytelling to captivate children's interest. Staff use clear language. This enables children to hear the correct pronunciation of more complex words. For example, older children are articulate as they name the different dinosaurs in the story. This helps children to expand their vocabulary further. In addition, older children learn to sound out letters in their names, helping them to develop early literacy skills. However, sometimes, staff focus their attention more on developing the language skills of older children. This means that younger children's interactions with staff are not consistently embedded in practice to help children develop their growing vocabulary.
- Staff help children understand and manage their own feelings. They talk to children about how they feel and help them understand their different emotions.

Staff sensitively offer children different strategies to help them manage their emotions. This helps children to regulate their emotions in the event of a minor disagreement. This supports children in developing their emotions, enabling them to play cooperatively with their friends.

- Staff teach children how to keep themselves healthy. For example, children know to wash their hands before mealtimes. However, there is a lack of discussion about the food being eaten and making healthy choices, including oral hygiene, to contribute to children's overall good health.
- The support for children with special educational needs and/or disabilities (SEND) is strong. Leaders act with integrity to ensure children with SEND receive the highest level of support. For example, staff complete specific training under the guidance of other professionals to support children's individual needs. This means staff are fully informed of any care or developmental needs to support children.
- Staff share regular advice and guidance on a range of topics, such as sun safety, with parents. Parents appreciate these gentle reminders. Furthermore, parents comment on the meetings they have with their children's key person and how this helps them to continue their children's learning at home. This helps to promote a consistent approach to children's learning and development.
- Leaders ensure that staff have regular supervision sessions and opportunities to develop professionally to enhance their knowledge and skills. Staff report that they feel well supported in their roles.

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:

- ensure the youngest children receive the targeted support that they need to develop their communication and language skills even further
- support staff to promote children's understanding of healthy eating, including oral hygiene.

Setting details

Unique reference number	119301
Local authority	Bracknell Forest
Inspection number	10407994
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	35
Number of children on roll	48
Name of registered person	South Hill Park Pre-School Committee
Registered person unique reference number	RP522984
Telephone number	01344 860555
Date of previous inspection	23 January 2020

Information about this early years setting

South Hill Park Pre-School registered in 2000. It is located in Bracknell, Berkshire. It opens Monday to Friday from 8.30am to 3.30pm, term time only. There are nine members of staff employed to work with the children, all of whom hold relevant early years qualifications from level 3 to level 6. The pre-school provides government-funded childcare.

Information about this inspection

Inspector
Kelly Lane

Inspection activities

- Leaders joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector viewed the pre-school and discussed the safety and suitability of the premises.
- Leaders and the inspector conducted a joint observation of an activity.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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