

Inspection of Streatley Hill Pre-School

The Coombe, Streatley, Reading, Berkshire RG8 9QL

Inspection date: 19 March 2025

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

Children arrive at the setting smiling and excited as they are greeted by welcoming staff. Children are of mixed ages, which creates a family feel. A robust key-person system with devoted staff helps the children to feel incredibly safe and secure. This enables them to quickly settle to engage in their play. The setting has strong routines in place, helping children to know what is expected of them.

Children's behaviour is exemplary. Staff are exceptionally positive role models. For example, as children wait for their turn for snack, they offer to help staff. When creating invites for a pretend party, children ensure that they include all their friends. Staff reward positive behaviour and should the need arise, quickly step in to remind children of behavioural expectations. Children act with kindness towards others.

Staff provide an exciting and challenging curriculum, which entices the children's curiosity and motivates them to learn. For example, children are fascinated to learn about birds and their nests as they make their own nests in the adjoining woods. Children return to the setting and re-enact their nest making, explaining to other staff what birds need and how to make the nests. Children become really immersed in their learning and can demonstrate what they have learned.

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

- The setting is highly ambitious for children, including those who require additional support. Staff are dedicated to ensuring all children reach their full potential. They plan activities and put routines in place to support children's specific needs. For example, staff have introduced a bell and timer system to let children know when changes are about to happen. Children make exceptional progress in their learning.
- Children experience a broad range of books. Staff place a strong importance on reading stories and using books to support children's learning. For example, children can read books outside in the garden. They read to themselves and enjoy stories one-to-one and in small groups with staff. Children excitedly vote for which story they want at circle time by placing counters in bowls. They develop a love of books at an early age.
- Staff expertly introduce new language and ask questions to deepen children's understanding. For example, children learn about 'predators' for birds and share what this means. They extend on children's knowledge of the word 'lava' by explaining this is 'molten rock'. Children rapidly become skilful and confident communicators.
- Healthy practices are strongly embedded in the children's learning. Children routinely wash their hands before eating and after toileting. Staff share lunch

box ideas with parents to promote healthy choices. Children independently help themselves to healthy snacks using tongs and pour their own drinks. Staff support the children to independently put on their outdoor clothing, helping to build children's confidence and self-esteem.

- The setting creates an immense sense of community. Parents are highly involved in supporting the setting, for example families get together to organise 'spring clean' days. The setting has strong links with the neighbouring school, using their facilities for physical education and sports day preparations. For example, they use the school's track for daily exercise routines. Children visit the local care home and get involved in litter picking in the local area. This helps them to learn about the people around them and become responsible citizens.
- Parents are overwhelmingly positive about the care and education the setting provides. They state that there is a level of care beyond expectations. Staff take the time to get to know the children exceptionally well and focus on their specific needs when planning activities. Communication is strong, and staff wholly encourage parental involvement in the setting. They keep parents fully informed of children's progress and share information on how to support children's learning at home.
- The leadership team is extremely reflective and continually strives to provide the best possible care and education. Staff receive regular supervision, and training is highly targeted to meet the needs of the children. For example, staff recently attended training to develop their understanding of children's social communication, which helped them to make improvements in the setting to support this. Staff are continually developing their teaching skills to raise the quality of education for children.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	EY420025
Local authority	West Berkshire
Inspection number	10388483
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	20
Number of children on roll	29
Name of registered person	Streatley Hill Pre-School
Registered person unique reference number	RP530287
Telephone number	01491 875 247
Date of previous inspection	12 July 2019

Information about this early years setting

Streatley Hill Pre-School registered in 2010. It is located in Streatley, Berkshire. It is open during school term time, Monday to Thursday between 9am and 3pm and on Friday between 9am and 1pm. The setting provides funded early education for children aged two, three and four years. There are six members of staff employed to work with children. One staff member has qualified teacher status, and four staff hold relevant level 3 childcare qualifications.

Information about this inspection

Inspector

Nina Fortuna

Inspection activities

- The inspector viewed the setting and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The manager and the inspector carried out a joint observation of a group activity.
- The inspector spoke to children to find out about their time at the setting.
- The inspector spoke to several parents during the inspection and took account of their views.
- Staff spoke to the inspector during the inspection to share their views.
- The inspector spoke with the nominated individual/registered individual about the leadership and management of the setting.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff.

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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