

The Greenwood Pre-school

Unique reference number (URN): 2812433

Address: Winnersh Primary School, Greenwood Grove, Winnersh, Wokingham, RG41 5LH

Type: Childcare on non-domestic premises

Registered with Ofsted: 25/10/2024

Registers: EYR

Registered person: The Greenwood Pre-school

Inspection report: 3 March 2026

Exceptional	
Strong standard	● ●
Expected standard	● ● ● ●
Needs attention	
Urgent improvement	

✔ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Behaviour, attitudes and establishing routines

Strong standard ●

Leaders promote the importance of regular attendance with parents, recognising that this enables children to access their full early years entitlement and benefit fully from the curriculum. They establish clear, consistent routines that help children to understand how to behave appropriately. Children know, for example, to join in with the welcome session when the tambourine is shaken. When it is time to change activities, children listen and prepare themselves without disruption. This shows that children can regulate their behaviour and respond appropriately as routines change.

Children play and learn in a positive and vibrant environment. The highly inclusive approach ensures that staff consider children's age, stage of development and individual circumstances when supporting their behaviour. Staff consistently model calm and respectful behaviour, and children copy this. They have very good relationships with their peers, with children spontaneously telling others, 'I'll be your friend.' Children are encouraged to take responsibility by tidying away their plates and cups after eating. They have a positive attitude towards their learning and join in enthusiastically with every activity. Staff regularly praise the children, which boosts their self-esteem.

Inclusion

Strong standard ●

Leaders and staff strive to create an inclusive community where all children have an equal opportunity to be successful, irrespective of their backgrounds or their abilities. Staff are highly focused on working towards the individual goals of children with barriers to their learning and children with special educational needs and/or disabilities (SEND). They review and update these goals regularly, and this helps them to see that children are making consistent progress. Parents comment very positively on the support for their children with SEND, as they feel that the small, caring setting is just what their children need and has enabled their children to find their voice.

Parents are active partners in decision-making. The open communication from key persons and involvement of external professionals help families to feel informed, reassured and confident in the support provided. As a result of this sustained, well-monitored approach, those who face barriers to their learning access the same experiences as their peers. They build their confidence and make meaningful progress over time.

Staff successfully help children to develop inclusive behaviours and attitudes. For example, they invite parents into the setting who celebrate different cultures and festivals to share how their families celebrate and to bring different foods for children to try. This helps children to learn about and respect others in their community.

Expected standard

Achievement

Expected standard 

Overall, children are prepared well for their next stage of learning, including school. Children make steady progress across all areas of learning because focused assessments help staff decide on next steps and new targets set. Detailed educational plans for children with special educational needs and/or disabilities are followed rigorously, and children are making good progress.

Children's physical development is supported through daily active play. Children spend plenty of time outdoors and have lots of opportunities to move their bodies in different ways. Children show independence, follow routines and show enthusiasm and curiosity when presented with new experiences. They are keen to show what they have learned. For example, at a play dough activity, children press flowers to make marks or add the petals to their creations. They know that the green part is called a 'stem'.

Children show a love of books as they independently visit the book corner to share a story with a friend. They remember favourite stories, such as 'Goldilocks and the Three Bears', and enjoy acting out the characters as their friends call out known phrases and what happens next.

Children's welfare and wellbeing

Expected standard 

Staff prioritise children's safety and welfare. Leaders visit families at home before the children join the pre-school. This helps them to gain an understanding of the children's home lives and children's individual circumstances right from the start. Staff carry out regular risk assessments and remove any hazards to children. They help children to develop healthy lifestyles by providing daily opportunities for outdoor play and offering healthy snacks. In general, staff supervise children well during mealtimes to keep them safe. However, staff sometimes deal with other tasks, which impacts on how closely they can support and interact with children as they eat.

A well-established key-person system enhances the safety and wellbeing of children. Staff have established very caring relationships with the children and foster positive friendships among them. Staff thoughtfully assist children with special educational needs and/or disabilities to feel secure and safe in the setting. This supports their emotional development. Children develop independence through everyday routines. There are lots of opportunities for children to do things for themselves, such as getting ready for mealtimes and pouring their own drinks. This helps them to feel capable and confident.

Curriculum and teaching

Expected standard 

Leaders and staff create a curriculum that is clear and ambitious for all children. Staff complete accurate and ongoing assessments of children's learning and development. Close-knit teamwork means that all staff have a shared sound knowledge of each child. Staff plan interesting, exciting activities based on children's learning needs. They know what they want children to achieve. The focus on children's personal, social and emotional development is

evident as children are confident, settled and well behaved. They are proud to show their work to visitors and invite them to join their play.

Staff provide targeted sessions aimed at supporting children who need extra help with their attention, communication and social skills. They successfully use these sessions and other planned activities to weave in mathematics, such as counting down from 5 when they talk about a rocket taking off, or using mathematical language, such as 'big' and 'small'. Staff move around the setting to interact with children as they play, rather than positioning themselves in one place. They narrate children's play and hold incidental conversations, which supports children's language and communication skills. Staff pick up on children's interests and ideas during these conversations and their play. However, they do not consistently follow up on these to really stretch children's learning.

Leadership and governance

Expected standard 

Leaders assess the strengths of their provision well. They support their staff well in their professional development, and staff comment positively on their wellbeing. Leaders have not fully considered how staff could be more proactive in following up on children's interests and ideas that arise during the day. They have not fully assessed the snack time routine compared with how effectively lunchtime works. Leaders do, however, recognise the benefits of having a staff team who works collaboratively together; their positive relationships impact well on creating a harmonious environment for the children.

Leaders work hard to act in the best interests of children, particularly those who are more vulnerable, such as children with special educational needs and/or disabilities. They strive to make sure children get the right support in place before they start school. Parents speak very highly of leaders and staff. They comment that they are well informed through newsletters, daily chats with staff and updates on their children's progress online. They feel that the care, expertise and commitment shown by the staff make a life-changing difference, not only to children but also to their families.

What it's like to be a child at this setting

Leaders and staff have created a friendly, nurturing setting where there is a clear focus on inclusivity and enabling all children to take part. Staff are kind and caring, and they show genuine care for all the children. They offer praise for children's achievements, helping them to feel valued. As a result, all children, including those with special educational needs and/or disabilities, demonstrate a sense of belonging and that they feel safe and secure. For

example, they leave their parents with confidence and are keen to explore the environment and the activities on offer.

Leaders strive to develop strong partnerships with children's families. They invite parents into the setting to take part in sessions, which helps them to see first-hand what takes place and how their child learns. These good relationships support attendance, which, in turn, enables children to develop positive habits for learning.

Staff support children's learning across all areas of development. They quickly identify children's starting points and plan activities that are interesting and fun and that promote the development of age-appropriate skills. Children enjoy the varied activities on offer and engage with interest in these. For instance, they enthusiastically join in with music sessions and learn how to control the dynamics of their musical instruments, as staff introduce vocabulary such as 'loud', 'quiet', 'fast' and 'slow'. They develop physical skills as they run, climb and ride on wheeled toys in the garden. Children show independence in managing their self-care needs. They pour their own drinks, tidy away their plates and cups after eating and learn how to put on their coats without adult help. They follow safety routines and make healthy choices as they choose to spend the majority of their time outside. All children are making the progress they are capable of, which helps them to become ready for the next stage in learning.

Next steps

- Leaders should support staff to be more consistent in following up on children's interests and ideas that arise during activities and play.
 - Leaders should strengthen the organisation of mealtimes so that staff can provide consistent supervision and continue interacting with children, without being distracted by other routine tasks.
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About this inspection

The inspector spoke with leaders, staff, parents and children during the inspection.

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.

Inspector:

Nicky Hill

About this setting

Unique reference number (URN): 2812433

Address:

Winnersh Primary School
Greenwood Grove, Winnersh
Wokingham
RG41 5LH

Type: Childcare on non-domestic premises

Registration date: 25/10/2024

Registered person: The Greenwood Pre-school


Register(s): EYR

Operating hours: Monday, Tuesday, Wednesday, Thursday : 08:45 - 15:30, Friday : 08:45 - 11:45

Local authority: Wokingham

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 3 March 2026

Children numbers

Age range of children at the time of inspection

3 to 4

Total number of places

26

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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