

Sports Centre Pre-School

Inspection report for early years provision

Unique Reference Number	EY366001
Inspection date	27 June 2008
Inspector	Anne Nicholson
Setting Address	Bracknell Sports Centre, Bagshot Road, BRACKNELL, Berkshire, RG12 9SE
Telephone number	01344 454203
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Registered person	Yvonne Rance
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are inadequate - notice of action to improve.

WHAT SORT OF SETTING IS IT?

Bracknell Sports Centre Pre-School has been under its current registration since 2007, however it has been operating for over 30 years and at their present premises since 1990. It operates from Bracknell Sports and Leisure Centre, Bracknell. The pre-school serves the local and surrounding area. The pre-school is registered for 26 children aged between two and five years. There are currently 35 children from two to five years on roll. Of these 10 receive nursery education funding. The pre-school opens Monday to Friday during school term times. Sessions are from 09:30 until 12:00. Children attend for a variety of sessions. The setting supports children with special education needs and children who speak English as an additional language. There are six staff who work with the children. Three staff have a recognised early years qualification and two hold valid Paediatric First Aid Qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children receive appropriate care and medical treatment when hurt as there is always a designated first aid qualified member of staff in the setting. There is comprehensive documentation in place to record any accidents or incidents that may occur. Parents provide permission for the setting to administer named medication and any on-going medication, for example asthma inhalers, are left at the setting during session times. Parents state that they sign any accident and medication entries when collecting their children. Management review the accident entries to note any patterns in where and when they occur.

Parents record their children's dietary requirements on the initial entry forms to ensure that staff are fully aware of any individual needs. Children enjoy the café style snack system in place and sit in small sociable groups to eat and drink together. They enjoy a variety of food including cereal, apples, bananas and raisins. As access to any hand washing facilities with running water is limited children use anti-bacterial hand gel prior to eating. Children have the resources and equipment available to pour their own cereal, milk and water, however at times staff do this for the children even those capable of doing so for themselves and this does not help promote their personal independence skills.

Children enjoy opportunities to develop a healthy body through eating healthy snacks and having some access each day to physical activities within the setting as they ride their bikes and cars around the room. Access to the outside and fresh air is limited as there is no secure designated area for the setting to use. Staff create an area for children to play within the setting each day where they can access bikes and cars or climbing equipment on a rotated basis. However this requires reviewing for safety and effectiveness as it is at the entrance end to the room where other activities are also out and parents and children are still arriving.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Since taking over ownership of the pre-school setting the management has prioritised children's safety through ensuring that once children have arrived the entrance door remains locked with parents and visitors using a bell to gain entrance. Door windows have covering so members of the public cannot see into the setting and the door floor plate is taped down regularly to prevent tripping hazards. There is access to a telephone within the room so parents can contact the setting and the setting can seek immediate assistance when required from centre staff, parents or emergency services. Notice boards outside the room display details about the setting and notices for parents.

Children arrive to a room that staff have set out ready with activities and resources for them. Staff record their arrival in the register and on a wipe board, however late arriving children are not always reflected on these. They all place their coats and bags in a pile in the corner of the room before going to play as currently there are no facilities in place to hang these up. This has an impact on children's personal independence opportunities and their disposition about helping to keep their pre-school setting tidy and respecting belongings. Staff ensure that there is a selection of posters on display to promote healthy eating and display other cultures. Children access a similar range of resources each day and display an awareness of how the daily routine runs. Participation of children with the tidying up sessions is not consistently encouraged.

Children sit for stories or songs whilst the majority of staff start packing away all the resources to go back down the corridor to the storage cupboard, however the noise and distraction has an impact on children's ability to listen and develop concentration skills.

Child protection policies are in place for parents to read, however these currently reflect old procedures and not the Local Safeguarding Children's Board procedures. Staff undertake basic child protection training and the designated member of staff for child protection undertook a multi-agency training several years ago but is yet to complete up-to-date training. Management highlight the importance for children's safety of parents notifying them when another adult will be collecting their child.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children interact with staff who display caring attitudes. They select from the available resources and generally use them appropriately. Children interact with staff who listen and ask them some questions, however challenge or extension to the activity is often not provided. Children demonstrate an awareness of how the day flows as they follow the same routine each day. They receive opportunities to use natural resources and materials to be creative with like pasta, paper and glue. They can use bikes, cars, balls, a climbing frame or a parachute inside and can occasionally access an outside area that staff secure with temporary fencing. They enjoy playing in the home corner and moving between the play-dough, creative area and bikes.

Nursery Education

The quality of the Nursery Education is inadequate. Children separate from their carer confidently and are starting to develop good relationships with staff and each other. Opportunities to develop their personal care, self help and personal independence skills are more limited due to the facilities available and staff at times doing too much for the children before they try for themselves. They independently select from the available resources and generally use them appropriately. They are requested to participate with the tidying up and mostly do, however staff do not consistently reinforce or praise this. They develop manipulative skills through using the glue spatula, picking up pasta shapes in their creative work and using inset puzzles. When scissors are made accessible they demonstrate emerging cutting skills. They enjoy some opportunities to do mark making with pencils to develop pre-writing skills although they receive limited opportunity or encouragement to mark or 'write' their names on their paintings and creative work. Children enjoy stories and have access to a book corner where they sit by themselves to look at the books. Group story times are enjoyed, however when these are used as a fill in session whilst staff do the main tidying up children get distracted by the noise and what the staff are doing. They receive limited opportunities to gain awareness of numbers, count up to 10 and problem solve during everyday activities.

Children's manners and self control are generally good, however they receive inconsistent messages about what is acceptable behaviour at times. Children receive opportunities to develop an awareness of other countries, cultures and the natural world around them. They receive some opportunities to develop their imagination and creativity during the session from the resources staff place out.

Some staff demonstrate an awareness of the Foundation Stage, however generally staff's knowledge and understanding of planning, observations and assessments linking into the Foundation Stage curriculum and early learning goals is poor. The quality of teaching and

learning for Nursery Education is inadequate. The manager is aware of the need to develop the planning as currently it does not cover activities to meet the planning, what the setting would like to achieve from these activities, what resources are required, what language to use, what outcome is sought or effectively meet the requirements of the Foundation Stage curriculum. Planning does not highlight children's individual identified needs to assist their progression through the early learning goals. Children do not make enough progress because staff are insecure in their knowledge of the Foundation Stage, how to implement it and how to effectively record assessments and observations linking these directly into the early learning goals and stepping stones. Some children's achievements do not get recorded.

Helping children make a positive contribution

The provision is satisfactory.

The setting has both an Equal Opportunities and Special Needs policy in place to give staff and parents guidance on how the setting plans to promote equality and inclusion. Children can access the available resources from low level trolleys and tables. They see positive images of other countries and cultures within books and on posters. Children with additional needs attend the setting and there are Individual Educational Plans in place to support their needs. However these are not consistently and routinely implemented within the session by staff. There are resources and some activities available to children promoting the wider world. They enjoy using the large floor world map and playing with animals on this as well as celebrating festivals, although these opportunities are not always fully exploited by staff. Children's spiritual, moral, social and cultural needs are met.

There is a behaviour management policy in place and children within the setting display appropriate behaviour. Children learn to share and say 'please' and 'thank you', however they receive inconsistent messages from staff about what is appropriate behaviour. Some children receive encouragement and praise when tidying up and others that are not assisting also receive approval. Children receive encouragement to share and take turns and mainly receive appropriate praise and encouragement from staff although at times this is not always consistent. For example, a staff member took resources off two children who were fighting over them and not sharing, she handed the resources back to one and he immediately offered two pieces to the other boy but received no praise or positive reinforcement for this action. Some of the children that do assist with tidying up resources receive praise and others do not. When children are messing about or doing something inappropriate some are asked not to, some told off and for others their actions ignored as they are just seen as being mischievous.

Partnership with parents is satisfactory. Parents state that they are happy with what is available within the setting. They see notices displayed in the corridor area and receive questionnaires to complete each year where they can feedback their views. They see their children's learning records and discuss how their children have been with staff on collection. There are detailed policies in place for parents to see and read promoting the procedures followed within the setting. These include a complaints procedure reflecting the October 2005 guidance to the National Standards.

Organisation

The organisation is satisfactory.

Each day staff transform the room the setting uses within the Leisure Centre to make it ready and appealing for the attending children. There are policies and procedures in place and the

new management are committed to developing both the provision's care and Nursery Education for children, however currently some of these are not effectively implemented. The pre-school currently meets the needs of the range of the children for whom it provides.

Leadership and management of the Nursery Education is inadequate. Staff's knowledge and understanding of the Foundation Stage curriculum and how to effectively plan, assess and implement this is inconsistent with more confident staff not consistently sharing their knowledge with less confident or newer staff. The planning and assessment does not currently ensure that children will make progression, or that any progress will be accurately recorded, through the Foundation Stage curriculum. However, management are starting to monitor the quality of the setting's planning and teaching and are working with local authority Early Years Advisers to address this.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that the child protection procedure for the setting complies with Local Safeguarding Children's Boards procedures and designated staff hold appropriate training
- ensure that the register and board used accurately reflects those children present
- review organisation of session to ensure that tidying up and clearing away does not have an impact on children's learning, play and development opportunities.
- ensure that the behaviour management policy and Individual Educational Plans are consistently implemented

- ensure that children regularly participate in fire drills to develop their confidence in departing the building in the event of an incident

The quality and standards of the nursery education

To improve the quality and standards of nursery education, the registered person **must** take the following actions:

- devise and submit an action plan showing how staff's knowledge and understanding of curriculum planning and assessment will be developed to enable them to observe and record children's progress and plan for their next steps of learning, ensuring that there is appropriate challenge for the more or less able child.
- devise and submit an action plan showing how the setting will strengthen the programme promoting Mathematics, Communication, Language and Literacy, Creative development and Physical development through reviewing the resources, activities available and staff teaching methods

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

The Department for Education and Skills and the local authority have been informed.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk