

Sports Centre Pre-School

Inspection report for early years provision

Unique reference number EY366001
Inspection date 18/11/2008
Inspector Anne Jeanette Faithfull

Setting address Bracknell Sports Centre, Bagshot Road, BRACKNELL,
Berkshire, RG12 9SE

Telephone number 01344 454203

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

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 is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children may attend at any one time. The pre-school opens Monday to Friday during school term times. Sessions are from 09:30 until 12:00 Tuesday, Wednesday and Friday and 09:30 to 13:00 on Monday and Thursday when a lunch club operates. Children have access to a large hall and cloakroom facilities. There is a fully enclosed outdoor area available for outside play.

There are currently 35 children aged from two to five years on roll, this includes children in receipt of nursery funding. Children attend for a variety of sessions. The pre-school serves the local and surrounding area. The premises are readily accessible. There are currently five staff members who work directly with the children and all hold early years qualifications.

Overall effectiveness of the early years provision

Staff provide a calm and caring environment for the children. They know the individual children very well and as a result meet their needs effectively. All children can independently access a range of suitable resources that promote their early learning and development. The children are happy, settled and develop positive self-esteem. Children benefit from a safe and secure environment and appropriate policies and procedures are in place relating to children's safety and welfare.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop the outdoor area to maximise learning opportunities for the children
- continue to develop the system in place to liaise with others to meet the needs of the children
- develop a system to evaluate the provision offered and maintain continuous improvement

The leadership and management of the early years provision

Effective recruitment and vetting procedures ensure children are cared for by suitable people who have appropriate childcare qualifications. An annual appraisal system ensures any areas of development are identified and the manager ensures staff attend training on a regular basis. Children benefit from the stable staff team

in place. Good relationships are in place with the parents who share information and concerns daily with the staff. The setting is beginning to build links with outside agencies, such as local development officers and others who are helping them to become familiar with different languages so they can support children in the setting and provide consistent and inclusive care for all children. The manager and staff are committed to the on going development of the setting and have met all the recommendations and actions from the last inspection. However, at present there is no formal system in place to evaluate the provision offered.

All required policies and procedures for the safe management of children are in place. Staff are aware of all the policies and procedures, such as safeguarding children and are aware of the procedures to follow should they have a concern about a child in their care. The staff deploy themselves well in the setting to effectively to meet the needs of the children. Suitable and effective risk assessments are in place and the manager completes a daily checklist to ensure the safety of all the areas used.

The quality and standards of the early years provision

Children are happy, settled and well behaved as attentive staff provide for each child's individual needs. Children participate eagerly and with enjoyment in the range of activities provided. Staff use effective strategies to develop children's self-esteem. Children enjoy praise and encouragement throughout the session for all their achievements great and small. There is a satisfactory balance of child-initiated and adult-led activities. Children are confident to select their own resources, initiate and involve others in their play. The staff provide good opportunities for children to use and further develop their imagination for instance, children thoroughly enjoy making each other a cup of tea and cooking breakfast in the play house and dressing up in a range of different costumes, including a dragon's outfit.

Children are beginning to communicate well and staff use sensitive questioning techniques skilfully to extend children's language and thinking. Children and staff participate in singing sessions and a staff member uses sign language so all children are beginning to learn how to sign a few familiar words. Staff encourage the children to name the colours of the items they are using and talk about the size and shape. Children's understanding of number is further developed in a variety of ways including everyday routines and when looking at a picture of a toaster in a book they count the pieces of toast in the toaster. Children have opportunities to explore and develop their understanding of technology as they take pictures of staff, each other and their work and they enjoy using the calculator in the office area. They develop their awareness of the wider world as they talk about the weather and play with a range of resources including musical instruments from other countries. They talk and look at pictures recording events in their lives including pictures of them with the local mayor who came to open their new outdoor area. Parents are encouraged to come into the setting and talk about their lives and the clothes they wear for different occasions and celebrations with the children. The children talk about the snakes and snails they held when they came to the setting. Children are beginning to develop a range of physical

skills as they play with the play dough and use a range of different tools and resources. Staff ensure the layout of the hall allows children the freedom to use toys they can push and pull around the room. Staff ensure the indoor area is a suitable learning environment and provide children with a range of activities and resources, however, at present the outdoor area is not effectively used to maximise the children's learning and development.

Observations and samples of children's work are recorded in the child's individual learning record. Staff use this information to plan for the next steps in children's learning, building on their individual interests and stages of development. Parents can access their child's record at any time and record any comments about their child's learning and development at home. Parents and staff frequently exchange information regarding their child's progress. Each child has their own individual scrapbook, which contains photographs and examples of their work. These are accessible to the children each session. Children readily show each other and any visitors to the setting their book and talk about their achievements with a sense of pride. Children enjoy a healthy snack time; they choose their own snack and can access drinking water or milk during the session. Children learn the importance of keeping themselves healthy and become independent in attending to their personal care needs; developing good hygiene routines. They wash their hands before eating and after messy play. Staff give children's safety high priority and are vigilant in their supervision of children at all times. There are good procedures in place to ensure children's safety when they walk through the sports centre to the outdoor area and staff and children regularly practise the fire drill together.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since the last inspection there have been no complaints made to Ofsted

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.