

Binfield Pre-school

Inspection report for early years provision

Unique reference number EY292744
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Inspector Judith, Mary Butler

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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

Binfield Pre-School opened in 1982. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The pre-school is one of two provisions managed by a committee and runs from Jock's Lane Park Pavillion in Bracknell, Berkshire. Children attend from the local surrounding areas. The pre-school have access to a large play room, cloakroom and kitchen facilities. Children access the surrounding playing fields, adjoining park, tennis courts and woods for outside play. The pre-school is open from Monday to Thursday, 09:30 until 12:00. The also opens on Wednesday afternoons from 12:30 until 15:00 and operates a lunch club on Tuesdays from 12:00 until 1:15. Children attend for a variety of sessions.

There are currently 50 children on roll, all of whom are within the early years age range.

There are 14 staff employed to work directly with the children. Of these seven hold relevant childcare qualifications. Several staff members are working towards additional qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are comfortable and happy in the pre-school. They have their individual needs met by the stable staff team who have a good knowledge of each child who attends. Children make good progress as staff undertake observations to record their individual achievements. Staff use these to identify children's next steps in learning and inform future planning. Management and staff make improvements to the provision taking into account recommendations made by the local authority, previous inspections, parents and staff.

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 self-evaluation process to monitor the provision and identify key strengths and areas for improvement
- provide children with further opportunities to see and recognise print and numbers by labelling objects within the setting
- provide children with further opportunities to develop their independence and make individual choices about the toys and resources they wish to use.

The leadership and management of the early years provision

Parents and staff establish good relationships and this assists the children's development within the setting. Parents receive regular information via the notice

boards, newsletters, parents' evenings and daily verbal feedback. Staff gather information regarding the children from parents before they start at the pre-school, including each child's interest, likes, dislikes and starting points. This assists staff in planning a range of appropriate activities and resources for all children. An effective key person system is in place and children receive consistent and appropriate care from staff who know them well.

Management are developing systems to evaluate the provision, however, these are not yet sufficiently robust to identify key strengths and all areas for improvement. Staff show a commitment and understanding of their individual roles within the pre-school. All staff are involved in an appraisal system and are encouraged by the management team to update and extend their childcare knowledge by attending staff meetings and regular training sessions. All of the required policies and procedures to ensure the safety and welfare needs of children are in place. Staff and management have attended safeguarding training and are clear about the procedures to follow should they have concerns regarding a child in their care. Secure recruitment procedures ensures staff working with children are suitable to do so. Detailed and effective risk assessments are undertaken regularly to ensure children's safety within the pre-school building. Daily risk assessments prior to children accessing outside areas further enhance their safety.

The quality and standards of the early years provision

Staff demonstrate a good understanding of the Early Years Foundation Stage (EYFS) and are effective in helping children to progress towards the early learning goals. Planning develops through daily observations and key person notes and this ensures it is flexible and takes into account the interests of children and unusual events, such as the snow when children were given the opportunity to explore the environment and play on the field. Parents receive regular opportunities to discuss their child's progress with staff through the open door policy, parent rota system and regular open evenings.

Children enter the pre-school happily and leave their main carer with ease. They soon settle into the daily routine, and enjoy choosing what they wish to play with from the range of equipment set up by staff in the large hall. However, the storage facilities within the pre-school do not allow children to develop their independence by freely selecting the toys and resources they wish to use. Children develop friendships with their peers and enjoy the individual time and attention they receive from the staff members who support them in their play and learning, such as talking to a staff member about the texture and colour of the cornflour as they mix it with water. Children are well behaved and learn about the expectations for behaviour from staff who act as good role models.

Children have access to drinking water throughout each session. They enjoy a range of healthy foods and particularly like serving their own food at the snack bar. Parents provide food for those children attending the lunch club. Snack and meal times are sociable occasions with staff and children sitting together enjoying their food and chatting about their day. Staff follow effective procedures to ensure the health of children, including completing and sharing accident reports with

parents and obtaining information about children's dietary requirements.

Children access a comfortable and cosy book area and enjoy books by themselves and while cuddling up to staff members. Most children recognise their name as they enter the setting, however, staff do not provide further opportunities to recognise simple words and numbers through the labelling of familiar objects in the pre-school environment. Children develop an awareness of the world around them through daily walks and outings, they especially like jumping in the puddles and making footprints in the mud. Children extend this knowledge through using a range of natural materials and planting and caring for growing things, such as planting the mustard and cress seeds. Children learn about keeping themselves safe through reminders from staff, such as, talking to the children about walking safely before going on a walk.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

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

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
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?	2

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

There have been no complaints made to Ofsted since the last inspection.

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.