

The Pines Pre-School

Inspection report for early years provision

Unique reference number 509758
Inspection date 12/02/2010
Inspector Vicky Turner

Setting address The Pines Community Centre, Hanworth Road,
BRACKNELL, Berkshire, RG12 7WX
Telephone number 01344 423487
Email
Type of setting Childcare on non-domestic premises

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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*.

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Description of the setting

Hanworth Community Association Pre-School opened in 1976. It operates from The Pines Community Centre within the grounds of a primary school in the town of Bracknell. The pre-school serves families from the local and surrounding areas.

There are currently 34 children aged two to five years on roll. This includes 29 funded three and four-year-olds. Thirty children may attend at any one time. Children attend for a variety of sessions. The group supports children with special education and/or disabilities and those who speak English as an additional language.

The group opens five mornings a week during school term times and sessions are from 9.15am until 12.15pm. The group also offers a lunch club which provides care until 1pm. Nine staff members and two volunteers work with the children. Three have recognised early years qualifications. Two hold a Diploma in Pre-school Practice and one holds an NVQ Level 3. Three members of staff are currently working towards an NVQ Level 2. The setting is registered on the Early Years Register and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The Pines Pre-School is an inclusive setting where children are well cared for in a safe stimulating environment. The setting works particularly well with parents and external agencies, which means that children get the support that they need and make good progress. The ongoing self-evaluation process means that the setting understands its strengths and knows exactly what needs to be done to improve further. The capacity for continuous improvement is good.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure the complaints policy includes Ofsted's address and telephone number (Documentation). 05/03/2010

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

- introduce systems for analysing the progress of the whole group over time in order to identify gaps in the provision.

The effectiveness of leadership and management of the early years provision

The new manager leads an effective team of practitioners who understand the need for continuous improvement and are keen to improve their skills. She has introduced staff appraisals and actively promotes staff development. The management and staff provide a safe and stimulating learning environment where children can learn and develop through play and exploration. The ongoing self-evaluation process has enabled staff to build on its strengths, and identify areas for improvement. These include developing the outdoor provision further with the nursery staff and to change planning so that key persons can plan for children in their groups and fully meet their needs. All recommendations from the last inspection have been addressed. Safety has been improved and the outside gate is kept shut and cushions have been replaced. Key persons complete provision review sheets at the end of each term with next steps. There are mark-making tools in most areas. All staff have been properly vetted to ensure their suitability for working with children. There is a named person for child protection. All staff understand the policies and the majority of them have been trained in child protection. The premises are safe with a secure access system on the entrance door and alarms on the fire exits in the hall. Visitors sign in and out and daily risk assessments are completed to minimise potential hazards. At least five members of staff hold a current first aid certificate and two have basic Food Hygiene qualifications ensuring the children's safety. The setting has a complaints policy but it does not include Ofsted's contact details. Children's medical needs and food allergies are recorded and on display for all staff.

The setting is very well resourced with age-appropriate furniture and equipment which meet safety standards. Staff are very well deployed to ensure that children are properly supervised at all times. Rotas are in place for all adults to take turns with snacks and lunch duties.

The staff actively promote anti-discriminatory practices to ensure every child is included. Every child is considered as unique and all children are treated as individuals. Multicultural dolls, books, posters and puzzles depicting various cultures and disabilities help children develop an understanding of differences. The setting works in partnership with parents and other professionals to support children with learning difficulties and/or disabilities. The special educational needs co-ordinator effectively supports the staff in meeting children's individual needs.

The setting has established excellent relationships with the school and external agencies. It shares the outdoor play area with the nursery and is now involved in the planning of the outdoor learning environment. This interaction enables a smooth transition from the pre-school to the school. The setting is supported by the Early Years Team Development officer who offers advice and training. The Area Inclusion officer supports the special educational needs co-ordinator and visits the nursery regularly to observe children and offers advice. The setting also works closely with the speech and language therapists and the educational psychologists.

Parents are regarded as members of the setting and are highly valued, consulted

and included at all levels. They are kept very well informed through newsletters, verbally and a prospectus. Parent questionnaires enable them to make their views known. Parents are welcome to discuss their child's progress with their key person at any time and are offered appointments at the end of each term to contribute to planning for their child's next steps. Parents are invited to contribute to their children's learning by sharing their skills with the children. Parents say that the staff are always 'friendly' and 'very approachable'.

The quality and standards of the early years provision and outcomes for children

There are opportunities for both indoor and outdoor learning with a wide range of resources for children to choose from. The joint outdoors experience provides great opportunities for digging, planting, water play, construction, mark making, reading, painting, music making and role play. Three children play in a large sand pit with trucks and diggers. Another child enjoys rolling down a slight gradient in a barrel. The staff observe, listen to children and support their critical thinking by asking open-ended questions. 'My learning and Development Story' includes the 'All about Me' section, parents' contributions, observations and photographic evidence of children's achievements and enjoyment and the next steps in their learning. Systems for analysing data to gain an overview of progress overall are, however, not well developed. The Key person system means that children's welfare and learning and development needs are well catered for. Children make good progress and exceed age-related expectations in language for communication.

Staff are vigilant to ensure that children are kept safe. Role play provides excellent opportunities for children to learn about road safety. Visits from the lollipop lady and small group discussions on road safety, fireworks safety and sun safety help develop children's understanding of how to keep themselves safe. Close relationships with the staff mean that children feel safe and secure. Half-termly fire drills help children learn how to leave the building safely in case of a fire.

A healthy snack bar offering water or milk, cheese, savoury biscuits, crackers and fruit is offered daily. Children make choices from pieces of apples, pears, bananas, satsumas, and grapes. They put their hands up and wait their turn patiently. Adults reinforce 'please' and 'thank you'. The free flow access to the outdoors means that the children are able to run, climb, roll and ride to develop their physical skills. The shared covered area allows for outdoor play in all weathers.

Children self-register themselves on arrival at the nursery. They are confident to initiate their own activities, make choices during snack time and choose whether to play inside or out. Children follow instructions and behave exceptionally well. Children are praised for positive behaviour and time out is used for inappropriate behaviour.

The vibrant learning environment provides immense opportunities for 'talk'. Children dress up and participate in role play activities. They listen to stories during small story group sessions after registration and at the end of the day. They enjoy listening to the story of Elmer at home time, read by one of the dads. The setting

has been selected to participate in the Every Child a Talker programme and is implementing the Letters and Sounds phonic programme. There are plenty of opportunities for mark making. Number rhymes, shape matching, counting and sorting activities create good opportunities for developing children's problem-solving and numeracy skills. A group of children make play dough with an adult, measuring, counting, predicting and observing changes in materials. Children have access to programmable toys, a CD player and mobile phones which help develop skills for the future. The treasure basket enables children to investigate natural materials such as shells, metals and wood. Visitors like the dental nurse, police officers, and the lollipop lady enrich children's knowledge and understanding of the world.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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