

Sports Centre Pre-School

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

Inspection date	08/07/2013
Previous inspection date	18/11/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff work hard together to set up a welcoming and appealing environment for the children. As a result, children are happy, well entertained and motivated to play and explore.
- Children benefit from an exciting range of activities inside and out of the nursery, which supports their overall development very well.
- The staff and management work well as a team and complement each other's skills to create a purposeful learning environment for all children.
- Staff work well with parents to ensure they feel valued and included in their children's care. Daily information is exchanged between staff and parents, which enables all staff to meet the children's individual needs.

It is not yet outstanding because

- The pre-school do not maximise the use of label and print to promote languages from around the world. Although the outside area is used purposefully, the area is not always consistently attractive and ready for children's play to promote their learning and development outcomes fully.
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Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the setting and in the nursery garden.
- The inspector spoke to staff and children at appropriate times throughout the inspection, during and after activities.
- The inspector looked at documentation, including progress records and planning documents and discussed these with staff.
- The inspector and manager conducted a joint observation on an activity.
- The inspector obtained the view of parents through face to face meetings and documentation.

Inspector

Tracy Bartholomew

Full Report

Information about the setting

Bracknell Sports Centre Pre-School re-registered in 2007 and is privately owned. 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. There are currently 28 children aged from two to five years on roll. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. Children attend for a variety of sessions.

The pre-school opens Monday to Friday 9.30 till 12 noon and Lunch club Monday and Wednesday 9.30 till 1.15 . Children have access to a large hall and cloakroom facilities. There is a fully enclosed outdoor area available for outside play. The premises are readily accessible. There are currently five staff members who work directly with the children and all hold early years qualifications.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance the outdoor area by ensuring it is consistently attractive and ready for children's play and activities, and promotes their early reading and mathematical skills in more purposeful ways

- consider ways to extend the richly printed environment through the use of languages other than English.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The staff are committed to providing good quality care for the children. As the premises is used by others, the staff work hard to create a welcoming and secure play environment for the children. The pre-school is a pack away group and staff are successful in creating inviting areas. For example, there is a snug area for sensory play and reading, a construction area and an inviting role play area. The children experience an extensive range of activities based on their interests, and the staff consistently develop ideas with ease, to ensure learning is effortless and meaningful. Relationships between the staff and children are very good; this helps the children to feel confident as they explore the good range of activities on offer.

Staff promote children's communication and language skills very well through consistent conversations, during their play. Their language is further enhanced by questions staff ask to help them to think, such as 'what do we need now'. In addition, activities such as storytelling and singing aid children's pronunciation and vocabulary. Children's listening skills are well supported during group times and at sociable meal times. Children's early writing skills are well promoted as they have numerous opportunities to practise their emergent writing, for example when creating art work, exploring the heat pad and exploring the sand with their fingers. Children have many opportunities to develop their understanding that print carries meaning through the broad range of labels and flash cards around the room. Although these cover some children's first language, this is not conducive to all children's home languages.

Staff promote children's mathematical awareness securely through incorporating mathematical language in everyday activities. For example, when describing the sizes of the logs in the garden and during singing activities including numbers. Children have a range of activities and play experiences that allow them to boost their physical development. For example, they push wheel barrows in the garden and balance on logs which the children use to make an obstacle course. Frequent visit to the local pond and adjacent field provide extra space for running, which promotes children's physical development further.

Staff have a reliable understanding of their roles and responsibilities to enhance and promote children's learning and development. Comprehensive and detailed observation and assessment records are in place for all children. These include observations from staff and photographic evidence to show how children are emerging in their overall development. Staff have a secure understanding of the required two-year checks and have good methods in place to share these with parents.

The contribution of the early years provision to the well-being of children

Children are happy and confident and have built good relationships with their peers and staff at the pre-school. Children's self esteem is well promoted as they see displays of their artwork and photographs of themselves participating in activities throughout the pre-school. Children are involved in self registration as they find their own written name and place this on their coat pegs. This aids them in learning that print carries meaning and develops their sense of belonging.

Children develop good skills to help them to become ready for school. They are developing increasingly independent skills, as they learn to take control of their personal care. For example, by re-fastening their shoes prior to putting on dressing up outfits and washing their hands in portable sinks inside and out. The staff promote children's healthy lifestyle by ensuring the environment is clean and well maintained. They encourage children to eat healthily and by providing plenty of opportunities for fresh air and exercise. This supports the children's health well. The staff provide a well balanced snack for the children, such as cheese spread and breadsticks and a whole piece of fresh fruit. All snacks are carefully supervised by staff to ensure children's individual dietary requirements are maintained.

Staff work in partnership with parents to maintain children's health by encouraging parents to provide healthy lunchboxes.

Children benefit from fresh air and exercise as staff take them outside to play regularly. Although this area is used well, the area is not always ready for the children's play and labels are less portrayed to promote children's literacy and mathematical development. Despite this, children enjoy exploring resources which cover the seven areas of learning, such as using chalks on the wall, having rides on the seesaw and exploring the climbing frame.

Children develop an understanding of keeping themselves safe as staff use fluorescent jackets when taken children outside. Staff use simple messages to reinforce children's understanding, such as walking inside and being careful when using tools. Throughout the day, the children behave well and staff remain focussed and calm, acting as good role models and supporting children with a good amount of praise and encouragement.

The effectiveness of the leadership and management of the early years provision

All staff have a secure understanding of how to safeguard children and understand their roles for maintaining children's welfare. Staff ensure children's safety well, as they supervise children to ensure they are safeguarded consistently within their play. The pre-school have detailed policies and procedures in place; these include a detailed safeguarding policy. All staff receive a thorough induction and regular training on protecting children. This enables them to act in the children's interest in the event of a concern. Risk assessments and daily checks ensure that the provision is safe for the children.

The environment in which the children play is welcoming, clean and well maintained. The parents and children benefit from a good range of posters, information and colourful display throughout the room, which creates an attractive environment. Staff have built professional relationships with other providers and agencies involved in children's care. This has a positive impact on children's learning and working relationships.

The preschool have a structured system of self-evaluation. This enables them to have a secure program for continuous improvement. Staff have plans to develop the outdoor area, such as relocating this to coincide with their base room. Staff and the management team work well together and create a purposeful learning environment for all children. The manager supports the staff well by working alongside them. This enables her to monitor working practices, while supervising and observing daily routines. Staff are well qualified and have regular opportunities to extend their knowledge and understanding through regular training.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY366001
Local authority	Bracknell Forest
Inspection number	844271
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	20
Number of children on roll	28
Name of provider	Yvonne Rance
Date of previous inspection	18/11/2008
Telephone number	01344 454203

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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