

Pendennis Pre-School

Hatch Ride Primary School, Hatch Ride, Crowthorne, Berkshire, RG45 6LP

Inspection date

19/07/2013

Previous inspection date

04/12/2009

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Children are happy, settled and enjoy their time playing and learning at the pre-school.
- Children are developing self-confidence through established routines and stable relationships with staff.
- The pre-school is developing positive relationships with parents and carers by sharing information daily and offering support where needed.
- Children's mathematical development is well promoted through daily activities.

It is not yet good because

- Staff undertake daily risk assessments but they do not always identify all the risks that are present.
- Staff inconsistencies in planning and observation mean that children's learning experiences do not always meet their individual needs, particularly for children who have identified needs that need specific targeted support.
- Systems to self-evaluate and monitor the provision are not fully effective.

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 rooms and the outdoor learning environment.
- The inspector completed a joint observation of a group time activity with the manager in the pre-school room.
- The inspector held meetings with the manager and discussions with other staff members.
- The inspector took account of the views of parents spoken to on the day.
- The inspector looked at children's development records and planning documents

Inspector

Victoria Weir

Full Report

Information about the setting

Pendennis Pre-School is a privately-owned provision, which first opened in the 1960s. It is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The pre-school operates from an area within Hatch Ride Primary School, on the outskirts of Crowthorne, Berkshire. Children have use of some school facilities, such as the school hall, playground and playing fields. The site and building are accessible to people with disabilities and this includes wheelchair access. The pre-school serves families from Crowthorne and a number of surrounding villages and towns. The pre-school welcomes children with special educational needs and/or disabilities and those who speak English as an additional language. Children attend for a variety of sessions. The pre-school is open each weekday during school terms only from 9.15am to 12.15pm and occasionally offers afternoon sessions if numbers dictate. A total of five members of staff work with the children, including the owner/supervisor, who is onsite whenever the pre-school is open. All members of staff hold appropriate early years qualifications. The pre-school has strong links with the Pre-School Learning Alliance, Hatch Ride Primary School and receives support from the local authority early years team.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that the daily risk assessment includes access to the door which leads to the school hall
- ensure systems to observe and assess children are consistently applied throughout the pre-school to understand their level of achievement, interests and learning styles, and to then plan challenging learning experiences for each child, particularly those identified as needing input in specific areas.

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

- develop the systems for self-evaluation to further monitor the educational programme, to identify staff training needs and improve planning.

Inspection judgements

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

Children enjoy their time at the pre-school. They are able to choose from a reasonable range of activities that cover all areas of learning. This ensures that children are developing suitable skills in all areas of learning. Staff help children of all ages to develop early literacy skills by listening to stories, and older children explore letter shapes and writing their names. Children learn mathematical concepts as they build with large blocks, making towers and buildings. Staff reinforce children's understanding and vocabulary by using appropriate words such as 'big, small, tall' as they support challenges such as ways of building walls to enclose each other. Staff also use spontaneous opportunities throughout the day, for example as they count out cakes during a birthday celebration. This generally helps children to move forward to their next stage of learning in key areas, ready for school.

Staff know individual children well and this helps them make sufficient progress in their learning and development. However, staff do not enable children to make better progress as the quality of planning for children's next stages of learning varies from child to child. This means some areas that children need particular help with are not always focussed on to ensure they are making as good progress as possible. This is more evident for those children where staff recognise that there needs to be specific input. The pre-school is currently developing the way it evaluates children's progress to improve meeting the needs of all children and so that staff can share this information with parents more effectively.

Staff talk to parents on a daily basis, both gathering information and keeping them up to date on their child's learning. They offer practical support to parents where appropriate. For example, they work together with parents to develop strategies for promoting positive behaviour. The children's learning journals are available for parents to look at and discuss with staff, which helps them learn more about their children's achievements.

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

Children form close emotional attachments to their key person and other staff. They are content when parents leave them at the beginning of the day, showing they feel emotionally secure. Children respond well to instructions and guidance. Staff promote children's emerging independence by gently encouraging them to do things for themselves such as putting on sunhats and getting their own drinks.

Children generally behave well. Staff intervene appropriately to help them learn to share toys. They help to foster relationships between children by encouraging them to play together and be polite to each other. Most children display a range of positive social skills. Older children are competent at managing their own personal care. Staff are at hand to

give occasional reminders to wash hands or blow noses. The younger children are learning about personal hygiene through established routines, such as washing hands after messy activities and before snack. The adults, through discussion, promote children's understanding of healthy eating. Children are encouraged to eat healthy snacks. The pre-school adequately supports children's all-round development. The layout of the rooms enables children to make independent choices about where they play and what they play with. Children have daily access to the outdoor play area and staff encourage them to take part in activities whatever the weather. Children can enjoy the fresh air and use a basic range of equipment to develop their physical skills, creative play and social interaction. The provision of play in the nearby woodland helps children to manage risk as well as fostering a sense of excitement for the natural world.

Children are well prepared for school through activities such as joining the local Reception class for shared activity time and sharing information with the teacher for those children making a transition to the school.

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

The provider demonstrates sufficient understanding of her responsibilities to fulfil the requirements of the Early Years Foundation Stage. She ensures that all staff are aware of essential policies and procedures. Deployment of staff ensures that children are appropriately supervised in the indoor and outdoor play areas. Staff have attended safeguarding training. Consequently, they have a secure understanding of how to keep children safe, safeguarding procedures and what to do if they are concerned about a child. The staff ensure children's safety through undertaking clearly written risk assessments for visits out; these include visits to the local park and paddling pool, and bus trips. However, the daily risk assessment does not always identify risk that is present such as the unlocked door which leads into the adjoining school building. This is a breach of a legal requirement; however, children are well supervised which helps reduce the potential risk of children leaving the building undetected. There are effective systems in place for staff recruitment to ensure all staff are suitable to work with the children.

The monitoring of children's development records and planning for individual needs is not rigorous enough to ensure consistency throughout the pre-school. As a result, the management do not always ensure that staff plan suitable activities and experiences for all children. This impacts particularly on progress for those children who have been identified as not progressing as well as they could.

The manager has implemented a reasonable programme of supervision and appraisal to support staff's practice and professional development. Staff are also encouraged to attend training as appropriate to develop their practice. Whilst the manager is able to identify some possible areas for improvement, there is currently no fully effective means for reflecting on daily practice or collecting the views of parents and staff. She has targeted some areas for improvement. These have been identified through local authority support.

Areas for future improvement include developing a consistent approach to planning and developing block play, play with musical instruments and number play and some progress has been made. This means that the learning environment is on a continuous improvement cycle.

The pre-school staff work hard to promote positive relationships with parents and carers. This is mainly through daily exchanges at dropping off and pick up times. There is also information for parents in the room, including key person information, essential policies and general news. Parents can take their child's development folder home to look at and discuss it with the key person. The pre-school has plans to further develop their partnership with parents through encouraging more parent helpers so that they can be more involved in their children's learning.

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	148669
Local authority	Wokingham
Inspection number	843181
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	16
Name of provider	Theresa Hazel
Date of previous inspection	04/12/2009
Telephone number	01344 776 948

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

