

# Poundfield Pre-school

The Community Hall, Radcot Close, Maidenhead, Berkshire, SL6 7UJ

## Inspection date

11/09/2013

Previous inspection date

03/05/2012

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

2

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 at the pre-school and settle well. They demonstrate good behaviour.
- Children have warm relationships with the staff who care for them.
- Children enjoy regular outdoor play and therefore benefit from plenty of fresh air and physical exercise.

### It is not yet good because

- The systems used for the assessment of children's progress are not rigorous enough to gain a clear picture of children's achievements and identify any gaps in their learning. Staff fail to complete the required progress check for children at age two and do not share information about progress with parents effectively.
- Staff do not always put their skills to good use to support and challenge children in their learning effectively. Support for children who are learning English as an additional language is weak, as is the programme for mathematical development.
- Systems to effectively evaluate the provision's daily practice are limited.

## **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 children in their play and in their interactions with the staff who care for them.
- The inspector offered the manager a joint inspection activity.
- The inspector spoke to staff, children and their parents.
- The inspector sampled the pre-school's documentation and children's development records.

## **Inspector**

Aileen Finan

## **Full Report**

### **Information about the setting**

Poundfield Pre-school registered in 1977 and is run by a parent committee. It operates from the main room and outdoor area of the Poundfield Community Centre in the Furze Platt area of Maidenhead. Children attend from the local area and surrounding communities. The pre-school is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. There are currently 15 children on roll in the early years age group, aged from two and a half years old. The pre-school is open each weekday from 9.15am to 12.15pm during term time only. A lunch club operates Monday and Friday from 12.15pm until 1.30pm. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. Staff support children who are learning English as an additional language. The pre-school employs four staff who all have appropriate qualifications.

### **What the setting needs to do to improve further**

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

- ensure the systems to assess children's achievements and monitor any gaps in their learning are improved; make sure staff actively share information about children's progress and use assessment information to plan for children's future learning more effectively
- ensure the progress check at age two is completed, as required; review children's progress and provide parents and/or carers with a short written summary of their child's progress in the prime areas.

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

- improve the programme for mathematical development to help children learn more about number, shape and measure
- enhance staff skills to enable them to provide more opportunities to extend children's learning in all seven areas
- develop opportunities and strategies further to support children speaking English as an additional language
- improve the systems for self-evaluation, taking into account contributions from staff, parents and children.

**Inspection judgements**

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

Staff demonstrate a sound understanding of the learning and development requirements for the Early Years Foundation Stage. They plan around their topics to support children's individual learning needs and have an appropriate awareness of children's starting points. However, there are inconsistencies in the tracking of individual children and in the observations made to determine children's progress. The pre-school has yet to implement systems to assess children's progress between the ages of two and three years. Some children currently attending did not have a progress check completed although it is a requirement to do so. Although parents are invited to attend formal meetings so that staff can share children's progress, these meetings have a poor take up rate. Therefore, staff cannot be certain that parents understand the progress their children are making. Likewise, staff do not have opportunities to more formally talk to parents about how they

can work in partnership to support children's ongoing learning and development at home.

Overall, children enjoy a sufficient range of play opportunities. They have fun outdoors either playing physically or looking through magnifying glasses to hunt for spiders. Indoors they use remote controlled cars or play with puzzles. Children enjoy painting or construction activities. They are eager to take part during group time activities and talk about the weather or the toy dinosaurs they have brought in from home. Children listen to stories and are able to anticipate the endings and recall the stories. These activities promote children's language and communication and build on their skills for the future. However, as children play, staff often miss opportunities to extend children's learning through using an effective range of open or closed questions to develop children's curiosity or by making the most of spontaneous events. For example as a child plays in a toy police car, a real police car goes past with its sirens sounding. Staff do not react to build in conversations to children's play even though it is clear the children are inquisitive. Likewise, as children use magnifying glasses there are no further props readily available to support their learning.

Children demonstrate they are making sound progress in most areas of learning, in line with typical expectations through their play and interactions with others. Staff have an appropriate understanding of children's backgrounds and individual welfare needs. However, this is more limited for those children who are learning English as an additional language. Staff know children's different cultural backgrounds but do not find out key words in children's home languages to aid communication. As a result children do not always understand concepts and ideas and staff fail to ensure that children know that they and their home language are valued. Nevertheless, children demonstrate respect for one another and are happy to take part in play activities. Older children help staff to set up chairs for group activities and story time. They count the chairs and identify they are waiting for two more children. However, tracking systems show that assessment for children's attainment in mathematics is weaker than for other areas of learning. As a result planning of activities does not actively promote all children's ongoing mathematical development.

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

Children are happy at the pre-school. Most of the children present on the day of inspection were relatively new to the setting and others had attended one or two terms previously. However, they settle well and engage appropriately in their play. The key person system supports most children effectively in helping them develop warm and emotional bonds and in enhancing their personal and social well-being; support for children who are learning English as an additional language is not as good as for others. Staff help children to acquire skills necessary to support their relationship building, socialisation and confidence appropriately. As a result, children demonstrate good behaviour and respect for others. They play happily together in small groups. Children are learning to be independent, for example in putting on coats when going outdoors, pouring water from a jug into a cup when they are thirsty and washing hands prior to having their snack. They settle quickly in anticipation of group activities or story time. Children learn about their own safety, for

example through evacuation drills, tidying up resources; and through daily reminders from staff as they play.

Children have regular opportunities for outdoor play and consequently benefit from lots of fresh air and exercise. The pre-school provides all-weather clothing so that children can play outdoors throughout the year. Children enjoy healthy snacks provided by the pre-school and snack times are sociable occasions. The pre-school also offers some lunchtime sessions. Staff are aware of children's dietary needs and any allergies through discussions with parents and adhere to these.

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

Staff at the pre-school demonstrate a sound understanding of the safeguarding and welfare requirements for the Statutory Framework of the Early Years Foundation Stage. All staff have completed safeguarding children training. They understand their responsibilities to safeguard the children they care for and the procedures to take should they have a concern about a child in their care. The pre-school team implements its policies and procedures; these are reflected in daily practice. These policies include behaviour management, equal opportunities, health and hygiene, and no smoking for staff for example. The policies and procedures are reviewed annually to ensure that children can learn and play safely and happily. Policies are shared with parents so they understand the procedures that support children's health, well-being and safety. All staff hold current first aid qualifications to support their knowledge and help them tend to any minor accidents that may occur. Staff follow medication and accident procedures appropriately.

Staff work appropriately together as a team. Recruitment procedures sufficiently ensure that the adults working directly with children are suitable to do so. Staff receive regular supervision to promote their personal development and training is set in place to improve day-to-day practice and the outcomes for children. However, staff at the pre-school have experienced personal issues in the recent past that have impacted on how the pre-school have assessed their targets for future improvement. This has meant that the management and leadership team has been less effective in evaluating some aspects of the provision. For example, although staff have an appropriate understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage, the assessment systems to monitor children's progress are basic. Practice to encourage parents to attend formal meetings to discuss children's achievements is not yet strong enough. Therefore, not all parents know about the progress their children are making. Although staff are aware they need to complete a written progress report on children between the ages of two and three years old and give these to their parents, this has not yet been instigated for any of the children attending. This is a breach of the learning and development requirements. Development records held for each child, together with photographic evidence show children engage in a suitable range of learning opportunities overall. As a result, children are making sound progress in relation to their starting points.

Parents are overall positive about the care their children receive. They state that their children enjoy attending pre-school and staff are welcoming and friendly. The pre-school have been productive in building partnerships with others, including feeder schools and other professionals such as speech and language therapists. These partnerships support the systems in place to help children to move confidently onto their next stage of learning.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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

<b>Unique reference number</b>	108438
<b>Local authority</b>	Windsor & Maidenhead
<b>Inspection number</b>	935242
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	15
<b>Name of provider</b>	Poundfield Pre-school Committee
<b>Date of previous inspection</b>	03/05/2012
<b>Telephone number</b>	01628 621130 or 673571 (pm)

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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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