

Bray Pre-school

The Village Hall, Old Mill Lane, Bray, MAIDENHEAD, Berkshire, SL6 2BG

Inspection date	19/05/2014
Previous inspection date	03/03/2011

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 requires improvement

- Children are welcomed by friendly staff, so they feel valued and part of the pre-school.
- Staff have implemented new ideas, toys and equipment to create a learning environment that is interesting to the children who make suitable and improving progress.
- Children's well-being is promoted through many positive practices and procedures which help to keep them safe and secure.
- Developing partnerships with other professionals helps support the children's progress and future transitions.

It is not yet good because

- Attendance records do not show an accurate time of children's attendance.
- At times staff interrupt children's play to get them to join whole group activities meaning children are not always able to finish what they are doing.
- Staff are not consistently clear on the role of the key person system and parents are not always informed of who is assigned to be their child's special person in order to build strong bonds with new children and their parents.
- Children complete many worksheets and have fewer opportunities to freely explore more practical activities at a level suitable to their age and abilities.

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.

Inspection activities

- The inspector observed activities in the main room and in the garden.
- The inspector carried out a joint observation with the manager and checked evidence of suitability and qualifications of staff working with children.
- The inspector sampled children's learning journeys, planning documentation and a selection of policies and children's records.
- The inspector took account of the views of parents spoken to during the inspection.
- The inspector held meetings with the manager of the setting and spoke with staff at appropriate times throughout the inspection.

Inspector

Anneliese Fox-Jones

Full report

Information about the setting

Bray Pre-School is run by a parent committee. It opened in 1992 and operates from the village hall in Bray, on the outskirts of Maidenhead, Berkshire. The pre-school is open each weekday from 9.15am to 12.15pm with a lunch club on Monday and Wednesday until 1.15pm. Afternoon sessions are on Tuesday, Thursday and Friday from 12.45pm to 3.00pm. The pre-school operates term time only. Children access an allotment for outdoor activities a short distance away. The pre-school is registered on the Early Years Register. There are currently 49 children on roll within the early years age range. The pre-school receives funding for the provision of free early education to children aged three and four years. The pre-school employs seven staff. The manager and three staff hold appropriate early years qualifications. There are three members of staff working towards an early years qualification.

What the setting needs to do to improve further

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

- ensure an accurate record is kept of the time of children's attendance
- identify key persons for the youngest children to relate to and share this information with parents in order to ensure children's needs are consistently met
- provide children with more opportunities to explore and learn through active play, based on the different ways children learn and develop.

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

- improve the organisation of group activities and children's opportunities for uninterrupted time to play, explore and pursue their learning.

Inspection judgements

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

Children enjoy their time at pre-school and are happy and confident. Most staff provide appropriate levels of support to ensure children have opportunities to make steady progress in their learning and development. Staff have knowledge of the areas of learning and provide some fun activities to enable children to explore, try out new ideas and be creative. For example, children experiment with cutting, gluing and collage, and design

their own pictures. Staff carry out observations of children's learning in all areas using attractive profiles to track children's progress towards the early learning goals. Although children make suitable progress, planned activities are not always relevant to challenge children appropriately. Nevertheless, staff demonstrate a sound understanding of the Early Years Foundation Stage and are effectively implementing the progress check for two-year-old children. These records are shared with parents to evaluate children's progress and identify future learning aims. Appropriate procedures are in place to enable parents to view and discuss their children's learning records, such as scheduled meetings and ongoing communication with staff. This contributes to children's learning and well-being.

Children play in a welcoming environment with a range of resources indoors and in the outdoor play area to support their learning and development. Staff encourage children to self-register on arrival and this helps with their visual skills and name recognition. Children see many number symbols on the walls, wooden bricks and puzzles to reinforce their understanding of number. Children are excited to build tall towers with bricks and are encouraged to make them even higher before their tower collapses. They are encouraged to listen during tidy up time and to take responsibility for the specific jobs. Children listen and respond with enjoyment when listening to stories and are developing some language for thinking. There is a good range of books for children to choose and they look at these independently or share them with adults. Children have regular opportunities to express themselves creatively, imaginatively and musically. Children have many opportunities to become familiar with the written word as they see print in their environment through books, displays, puzzles and posters. However, it is difficult for older children to discover connections in learning when frequent worksheets are used to encourage counting and pre-writing skills, rather than practical and active learning. For example, children are encouraged to join dots together to practise hand writing rather than having paper and pencils available in other areas of play, such as during imaginative play. The atmosphere in the pre-school is friendly and positive. Staff give lots of praise and encouragement to children, valuing their efforts and achievements in learning. This supports them to develop confidence in trying new things, therefore preparing them for the next stage of their learning and for starting school.

Parents state they are happy with the care their children are receiving and good open relationships are clearly established. Staff speak with parents and carers on a daily basis and there are more formal opportunities to discuss children's progress throughout the year. Parents are invited to contribute to their child's learning journal by telling staff about their child's achievements at home. This promotes consistency in children's learning between the pre-school and home.

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

Children are settled and have formed friendly relationships with staff. They come into the playgroup smiling and confidently greet staff. Effective staff organisation and staff to child ratios support children's care and learning as they receive valuable levels of attention. However, although the pre-school has a key-person system in place, it is not working

effectively. Relevant information is not always gathered from new parents to ensure that the youngest children's welfare is effectively managed and to develop consistent links between the key person and parents. This means children's individual care and learning needs are not consistently met. Despite this, members of staff are always available to talk with parents at the start and the end of the day.

Children play in a clean and welcoming environment where many resources promote their development in all areas of learning. Resources and equipment are maintained in good condition so that they are attractive and safe to children. Through their play, children learn to respect different cultures and how people celebrate individual traditions all over the world. Children also use many resources which reflect positive images. Children can freely engage in play and are motivated by the choices made available. However, there are times throughout the session when children's play is interrupted in favour of a whole group activity such as snack time and outdoor play. The transitions between these routines are slow and do not fully support children's learning and development. Nonetheless, children are mostly interested in their environment. Children appear to develop sound and close relationships with staff and interaction is positive. Children make a positive contribution to the pre-school as they display polite and cooperative behaviour. They show consideration for others and are able to share and take turns with popular resources. Staff regularly use praise and encouragement to promote children's self esteem and to develop their sense of achievement. The environment is safe and children are learning how to keep themselves safe. For example, children are involved in emergency evacuation drills where safety is reinforced.

Children like to play outside in the recently refurbished allotment area. They show great pleasure exploring the range of activities such as steering wheelbarrows and tricycles, or building and climbing. They also enjoy opportunities to plant, water and watch their carrots grow. Children, therefore, enjoy the benefits of fresh air and exercise. There are further opportunities for them to enjoy outdoor activities with regular visits to many local facilities. There are effective hygiene practices in place which promote children's good health and well-being. Children enjoy healthy snacks and they learn about the value of eating well. When reaching school age, the pre-school staff provide appropriate support. Most children attend the local schools where the reception teacher visits the children at the pre-school in order to get to know them. Links and visits with the school help children become familiar with their new surroundings before they start. This helps to increase their confidence and prepares them for when they leave the pre-school.

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

Staff are deployed well to provide support to children. Detailed safeguarding policies and procedures are in place and staff fully understand the importance of these. Therefore, staff have a sound understanding of the safeguarding and welfare requirements and their responsibility to safeguard children from harm. Effective recruitment, induction and appraisal systems help to ensure that all staff are suitable and skilled in their roles. For example, new staff are supported by an induction procedure, a probationary period and a

training programme. All required documentation is in place and policies are available for parents to view. Staff regularly complete risk assessments to ensure that any potential hazards are minimised. This allows children to play both indoors and outdoors safely, allowing them to safely make decisions about what they want to do. Effective procedures are in place to record accidents, incidents and the administration of any medication. This ensures that children's safety, welfare and care are promoted. However, attendance records do not show an accurate time of children's attendance. For example, when children arrive late during the session staff do not record their arrival time. This is a breach of requirement.

The pre-school manager and staff understand the need to evaluate their practice. The manager is committed to raising standards in the pre-school and is very receptive to making future improvements. Staff and parents contribute their ideas through regular staff and open meetings. The pre-school has addressed the recommendations made at the last inspection. Staff have increased the range of physically challenging resources. They also introduced a new planning system to ensure links are made to highlight children's next steps in their learning.

The pre-school values working in partnership with parents and provides them with relevant information about the early years provision. Parents spoken to during the inspection, report that they are very happy with the pre-school. They feel involved in their child's learning. They report that their children are well settled, happy, making progress and increasing in confidence. Parents say that staff inform them of any concerns about their child's development and that they are also proactive in seeking further support or advice if necessary. Staff work well with other professionals, understanding the importance of sharing information and supporting individual children.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	108449
Local authority	Windsor & Maidenhead
Inspection number	973602
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	49
Name of provider	Bray Pre-school Committee
Date of previous inspection	03/03/2011
Telephone number	07518420436

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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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