

Cox Green Community Centre Pre-School

Cox Green Community Centre, 51 Highfield Lane, MAIDENHEAD, Berkshire, SL6 3AX

Inspection date	13/05/2014
Previous inspection date	02/12/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Children are active, motivated learners, independently accessing the abundant range of toys and stimulating resources to initiate their play and learning.
- Staff's good quality planning places strong emphasis on promoting children's personal and social skills, their communication skills and their physical development.
- Staff demonstrate they know and effectively meet children's needs, supported by the good communication and partnership working they have developed with parents.
- The supervisor and staff effectively reflect on their practice and understand the strengths and weaknesses of the setting, and use this information to prioritise areas for development.

It is not yet outstanding because

- Staff do not always fully promote children's independence during the session, for example, children are not always encouraged to be self-sufficient at snack time by serving themselves or pouring their own drinks.

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 and supervisor observed staff with children as they participated in activities in the pre-school and outside areas.
- The inspector had discussions with staff, children, the supervisor and parents.
- The inspector sampled documentation including children's progress records and a range of policies and procedures.
- The inspector invited the supervisor to carry out a joint observation.

Inspector

Susan May

Full report

Information about the setting

The Cox Green Community Pre-School registered in 1993. They are registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The pre-school is situated in a community centre in the Cox Green area of Maidenhead, Berkshire. The setting is overseen by the community centre's management committee. It operates from a hall and side room within the community centre. Children use the toilet facilities within the centre and have an enclosed outdoor play area. There are currently 48 children in the early years age range on roll. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four. The provision is open each week day from 9.15am until 12.15pm, term time only. There is a lunch club available from 12.15pm until 1.15pm on a Monday, Wednesday and Friday. The pre-school employs six staff and a one-to-one assistant, all staff hold appropriate early years qualification. The setting supports children who have special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- extend opportunities to build on children's personal independence skills during everyday routines, for example, by reviewing the organisation of snack sessions.

Inspection judgements

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

Children settle well in the pre-school owing to the effective key person system in place. This enables children and parents to form a close relationship with a particular member of staff, which helps children and parents to feel welcome. All staff have a good knowledge and understanding of children's interests and needs. This is because they gather information from parents about their children during the settling in visits. Staff provide good learning opportunities for children as they build on this knowledge through observing, monitoring and recording each child's progress. Planning for the next stages in children's learning is tailored to each child's interests and individual abilities. As a result, children make good progress in their learning and development. Each child has a learning journal which includes the observations the staff and their parents make, and photographs and information that parents send in from home. Staff have regular reviews with parents that includes a progress check for two-year-old children. Parents can access their children's journal at anytime and are encouraged to continue and support their children's learning at home. Children and their parents are supported well when they move onto another setting or school. For example, at the pre-school's request staff from schools children will be attending come to visit and meet the children. This provides children with

a sense of confidence in their move and helps ensure the continuity of their learning.

Activities provide children with a broad range of experiences that promote their learning in all areas both indoors and outdoors. Staff ask open-ended questions to children, for example, 'where do you think the shells came from?' as they play in the sand pit and encourage conversation as they listen carefully to the response. Children listen to instructions as they play a bowling game where a member of staff explains to them what they have to do. They wait patiently for their turn, count how many skittles they have knocked over, how many are still standing and correctly identify the numbers to match them as they stand them back up. This develops their mathematical and social skills. Staff sit alongside and fully support children while they play offering suggestions and guidance when required. For example, Children measure in the construction area, counting the numbers on the tape measure, and build with real size lightweight bricks and rocks. Children make a wall with the bricks and discuss with staff the best way to do this so it doesn't fall down. This helps develop children's critical thinking and problem-solving skills. Children's literacy skills are encouraged as they choose their name card on arrival at pre-school. Younger children have the benefit of a picture with which they can identify their name card while older children rely solely on recognising their own name.

Throughout all areas of the pre-school children settle quickly and enjoy their play and activities. Children are interested and keen to learn, and benefit from being able to make choices. For example, they can move freely between indoor and outdoor areas when they wish, enabling them to learn and play in a way that suits them. Good use is made of the facilities in the local area by staff to extend children's learning through their many interests. For example, children enjoy visiting the library and nearby schools. These outings, and visits from people in the community such as the local police, help promote children's understanding of the wider world.

All children enjoy exploring messy and creative play activities. For example, children use a range of art and craft materials and tools to create pictures with a range of collage materials. Staff ensure the environment is welcoming with colourful displays. These include many examples of children's artwork to show that this is valued. This helps build children's self-esteem and sense of belonging as they see their own work displayed. Children's physical skills develop as they jump from stepping stone to stepping stone, run on safety surface and grass and push wheeled toys negotiating a path of their choice. They stir and mix in the mud kitchen and use their imagination as they play with dinosaurs in the log pile. Indoors children develop fine motor skills as they complete puzzles and use tools such as glue sticks and scissors.

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

The pre-school environment is attractive, spacious and carefully set out to offer children freedom of choice. For example, low-level storage enables children to choose for themselves the resources they wish to use. The outdoor area is used as an extension of the indoor learning environment. Children are able to go outdoors to play when they wish and have access to activities that cover all areas of learning. This benefits children who

are more active learners and learn better outdoors. Children are busy, happy and demonstrate a strong sense of belonging. The wide range of high quality resources are displayed appropriately to enable children to make independent choices about what to play with and when. Children are well-behaved. Young children begin to follow older children as they get to know the routine and structure of the day, as well as the rules and boundaries. Children readily share and take turns when required and show care and concern for each other. For example, children offer toys to others inviting them to share in their play. Staff are good role models who are consistent in their expectations and offer children lots of praise and encouragement for behaving well. This supports children to form good relationships with others as they learn to take turns and play well together.

Key persons know their individual children well, their backgrounds, abilities and interests. This enables staff to cater for their individual needs and interests, and helps children feel valued. For example, staff know the languages children hear and speak at home and request key words from parents so children can hear some familiar sounds at pre-school. Children know the routines of the day, which helps them to develop a sense of security and belonging whatever their ability. This helps all children and their families feel valued and respected. Children begin to be aware of looking after themselves and staying safe. For example, the train line is immediately next to the outdoor play area and to help children understand about railway danger staff have erected a train station with platforms, train and communication systems. Posters fastened on the fence at children's level show rail safety measures. These are discussed with the children appropriate to their age. For example, children talk about how trains go very fast and that they must stay near their mummies and daddies if they are on a train station.

Children benefit from physical play indoors and outdoors. They begin to find out about themselves and their needs as they take their coats off outside in the sunshine as they tell staff they are warm. Singing sessions with action songs help to remind them about different parts of their bodies and how they move. Children develop self-care skills as they use the wash station set up in the pre-school. This enables them to independently wash their hands before meals. The cafe style snack helps provide a social occasion when children sit together and chat, and is a good basis future eating habits. Children are encouraged to eat healthily and have a choice about what they want to eat. However, children are not provided with opportunities to develop their self-sufficiency through being independent. For example, by serving their own drinks or clearing away their plates and cups when they have finished. This is particularly relevant for older children who will be expected to perform simple tasks such as these when they move on to school.

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

The inspection was brought forward as a result of a recent incident that resulted in a concern over children's safety. On 17th March 2014 Ofsted undertook an unannounced inspection and found that although children were safe the provider was not meeting some of the requirements of the Early Years Foundation Stage. The provider was issued with three notices to improve relating to staff supervision systems, safeguarding policy and

procedure and confidentiality. At this inspection we found that the provider had promptly addressed all these areas.

The leadership and management team have reviewed several of their policies and procedures, including those linked to safeguarding and confidentiality. All staff have undertaken a range of training relating to safeguarding and safeguarding and confidentiality are discussed at each staff meeting so they are at the forefront of staff practice. The safeguarding policy includes whistle blowing and procedures to follow if an allegation is made against a member of staff. In addition, staff demonstrate they are aware of the process to follow if they have a concern about a child's welfare. Staff implement the risk assessment process and this includes safety measures to follow for the premises and outings. For example, staff follow good procedures to ensure the toys and equipment remain safe, have closed circuit television cameras on site and good security measures so that children are kept safe and secure while on the premises. Staff are effectively deployed and maintain high levels of child supervision. Staff take measures to ensure hazardous substances are inaccessible to children. As a result, staff ensure that all aspects of children's care and well-being are addressed.

Staff have a good understanding the Early Years Foundation Stage enabling children to progress well in their learning and development. Recommendations from the previous inspection have been addressed. The manager has made contact with schools children will move on to in order to support them effectively as they move through the education system. Improvements have been made in planning and reviewing activities, and now include providing more challenging activities for older and more able children. Staff are continually reviewing and improving ways of sharing information with parents and all required documentation and records are readily available.

The staff team working with the children are very experienced, dedicated and supportive to each other. They receive help from an enthusiastic supervisor and deputy who are committed to improving the pre-school. All staff are appropriately vetted, qualifications checked and complete a comprehensive induction programme. Staff have regular appraisals and supervision sessions to identify individual training needs and those that will be of benefit to the pre-school. Ongoing training is encouraged. For example, the pre-school plan to meet up with another group for a session in speech therapy and attend training sessions organised by the local authority.

The pre-school recognises its strengths and weaknesses and have put in place action plans to address issues and concerns, and make improvements. Staff regularly meet up to reflect, share ideas and evaluate their practice. Views are sought from parents and children to help identify further areas for improvement. These are always considered and wherever possible put into practice. For example, at parents' suggestion a password system has been implemented as an additional precaution if someone not known to staff is collecting a child. Advice is frequently sought from an early years development worker. Strong partnerships are in place with parents, and views obtained on the day were very positive. Information relating to the pre-school, children's learning and local community is readily available for parents to see in the reception area. These include how well staff support children with their particular individual needs, the daily information they receive and how supportive their child's key person is. For many parents it is their second or third

child attending the pre-school and they comment how settled their children are and how well prepared they are as they move on to school.

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	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	108414
Local authority	Windsor & Maidenhead
Inspection number	973157
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	40
Number of children on roll	48
Name of provider	Cox Green Community Centre
Date of previous inspection	02/12/2009
Telephone number	01628 636715

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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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