

Beansheaf Community Pre-School

Linear Park, Charrington Road, Calcot, Reading, Berkshire, RG31 7AW

Inspection date	11/06/2014
Previous inspection date	05/09/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 demonstrate a good understanding of all aspects of safeguarding and clear procedures are in place to support them in their safeguarding practice.
- The pre-school demonstrates a strong focus on encouraging speech and language. They are proactive in sharing their knowledge with parents to enhance children's opportunities to achieve their full potential.
- Weekly planning helps to ensure individual children experience activities to enhance their skills in all areas of learning.
- Staff create a happy and secure environment where children confidently explore and develop their skills.
- Successful partnerships with parents and other professionals ensure children get the support they need in their learning and care.

It is not yet outstanding because

- Some staff do not always promote children's understanding of the need for a healthy diet and good hygiene routines.
- Not all staff adapt activities to promote the individual skills of the more able children participating.

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 toured the premises and viewed resources with the manager.
- The inspector observed staff teaching and the children at play.
- The inspector examined records and documents provided by the manager.
- The inspector discussed the preschool with three parents.
- The inspector read and discussed the provider's evaluation.

Inspector

Lynne Lewington

Full report

Information about the setting

Beansheaf Community Pre-school registered in 1995. It is organised by a voluntary parents' committee. The pre-school is located in the Beansheaf Community Centre at Calcot, near Reading, in Berkshire. Children have access to an enclosed outdoor play area. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 44 children on roll in the early years age group. The setting receives support from the local authority and receives funding to provide free early education for children aged two, three and four years. The pre-school is open each morning during school term times between 9.20am and 11.50am, and on Monday, Tuesday, Thursday and Friday afternoons between 12 noon and 2.30pm. A lunch club is available on Tuesdays and Thursdays. The pre-school also offers a breakfast club. Staff support children who are learning English as an additional language and who have special educational needs and/or disabilities. There are seven members of staff working with the children. Of these, six have relevant early years qualifications to level 3. One member of staff has a teaching degree.

What the setting needs to do to improve further

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

- improve the abilities of all staff to enable them to adapt activities to the developing skills of the children participating

- enhance staff's understanding of consistently promoting children's awareness of a healthy lifestyle, particularly at snack time.

Inspection judgements

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

Staff plan an attractive environment where children have access to resources that encourage and challenge them in all aspects of their learning. Staff are generally skilful at encouraging children's participation. They show interest and use open questions to encourage children to think for themselves. However, sometimes staff do not adapt the activities sufficiently to promote sufficient challenge to the older or more able children. Staff monitor children's progress with increasing skill. They value the information parents share and use this along with their own observations to monitor and plan how to encourage progress.

Good systems are in place to seek support and advice in partnership with parents if they feel a child is not making good progress. Staff seek and follow the advice of appropriate

professionals as required. They help to devise individual education plans to promote specific areas of development where necessary, enabling all children to make progress from their starting points.

Staff recognise the importance of promoting communication and language, personal, emotional and social and physical development as a sound basis for the children to develop in other areas. They effectively promote the 'Every Child A Talker' programme. Staff share guidance and resources with parents to enhance language and communication development in the pre-school and at home. Children enjoy opportunities to develop their physical skills both indoors and in the outdoor area. Developing good coordination and balance helps children to feel confident and self-reliant. Finer physical skills develop as they use tools in the dough, paintbrushes to create pictures, pencils to make marks and knives to spread butter at snack time. Children are encouraged to think about their playmates. For example, they check to see if there are enough seats around the snack table for everyone to sit on. This also provides a practical way of encouraging counting and matching skills. Staff provide children with many opportunities to recognise their names and to encourage their awareness of letters and sounds. Children enjoy role-play activities where they use their imaginations to create their own stories. For example, a child cuts up the dough into many pieces and places it on a tray. The staff member shows an interest and the child tells her it is cheese. The child uses their mathematical knowledge and explains that one half is cheddar cheese. The adult enters into the game and offers to buy some. This extends the play and provides an opportunity for numbers and counting to be included.

Children learn about the natural world in their activities and enjoy using magnifying glasses to look closely at different textures and items. Good quality fact and fiction books are attractively displayed around the play area. Children use them independently and staff read to the children everyday. This encourages language, imagination and an understanding that books can be a source of information. Activities such as these, enable children to be well prepared for the next stage of their learning, in readiness for school.

Each child's key person develops positive working relationships with parents and their children. It is their role to ensure they have detailed information from parents to enable them to understand each child's development and be able to monitor progress effectively.

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

Staff take good care to enable children to settle securely in the pre-school. The key person talks with parents, gathers information about the child, and arranges visits. Settling-in visits are planned on an individual basis to meet each child's needs. Consequently, parents and children soon begin to feel confident and settle quickly. The key person encourages children to develop their toileting skills relevant to their age and developmental need. Staff create a happy and secure environment where children confidently explore and develop their skills.

Behaviour is good. Staff are calm and consistent in their approach to the children and are

positive role models. They speak calmly and patiently to each other and the children. Good manners are encouraged. Children are encouraged to look after the resources and so they help to pack away specific activities with their key person at the end of the session. Children are developing their awareness of safe behaviour through gentle reminders. For example, they help to pick up items from the floor to prevent tripping and they learn to use knives with care at snack time. They practise the fire drill regularly to ensure children and staff can swiftly evacuate the premises in an emergency.

Parents are encouraged to send a healthy lunch and information is available to help them on the pre-school website. Snack time provides a positive social opportunity where children independently select their snack and sit with friends and a staff member to eat. Children choose from a healthy variety of fruit and crackers and pour themselves drinks of water or milk. Good care is taken to ensure dietary needs are met. However, this valuable opportunity is not always used to best effect to promote healthy lifestyles. This is because not all staff talk to the children about the food or hygiene practices.

Staff understand the importance of preparing children for changes in their lives. They ask parents to keep them well informed about changes at home to enable them to talk to and support children. They are preparing children well for the move to school by encouraging independence, listening, and speaking skills. They are helping children to feel confident by talking to them about what will happen at school and arranging visits.

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

Comprehensive improvements have been made in the pre-school since the last inspection. The management team has a good knowledge and understanding of their roles and responsibilities and they are supported by a stable committee. The leadership and management team are proactive in promoting staff's professional development. Local Authority Services are supportive. Comprehensive targeted staff training has increased the confidence and skills of staff and consequently the achievements for all children.

A staff appraisal and supervision system is now well established enabling the manager to monitor and feedback to staff on their performance. Weekly staff meetings provide staff with time to discuss any issues. This system now enables the team to address any as they arise and, where necessary, take steps to make improvements. Appropriate systems are in place to inform the regulator of changes to the committee and to ensure that all those involved in the pre-school are suitable for their roles. Staffing levels ensure sufficient staff are always on duty and child to adult ratios are met. Space is managed well, ensuring children are always within sight and hearing. Management and staff demonstrate a clear understanding of the action they must take if they have a safeguarding concern regarding a child. A flow chart is clearly displayed along with contact details for the local safeguarding team to act as a prompt to management and staff to follow correct procedures. An effective key person system is in place and the relationship building starts when a child attends for settling-in visits. Staff observe and monitor children's progress and value information from parents. Children enjoy free play and focused activities, which

help to encourage their individual abilities. However, some staff do not always adapt activities sufficiently to encourage individual skills. If staff are concerned about children's development they work sensitively with parents and other professionals to ensure the child gets the help they need to make progress. Parents are well informed of their child's learning. Staff meet with parents to discuss their child's progress and the next steps in their learning. Parents are provided with a weekly newsletter that includes valuable information about the nursery activities, and how parents can help encourage children's development at home. A notice board provides a wealth of information relevant to parents and carers. An additional display provides information about encouraging speech and language.

Parents are positive about the service the pre-school provides and say staff are approachable and will help them if they have concerns. They feel they are well informed and that their children do make progress. Management and staff maintain good working relationships with other professionals including schools, specialist services, the local authority early years service and children centres. Children also benefit from opportunities to meet people who help the community. For example, a dentist, police officer, fire officer and paramedic have all visited the pre-school enabling children to develop an understanding of the role they play in the community.

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	507892
Local authority	West Berkshire (Newbury)
Inspection number	963137
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	35
Number of children on roll	44
Name of provider	Beansheaf Community Pre-school Committee
Date of previous inspection	05/09/2013
Telephone number	0118 9454312

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

