

Charvil Pre-School Playgroup



Jubilee Hall, Park View Drive North, Charvil, Reading, RG10 9QY

Inspection date

2 July 2015

Previous inspection date

25 March 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff do not accurately record the times children arrive or leave the pre-school. This is a breach of legal requirements of the Early Years Foundation Stage and the associated requirements for the Childcare Registers.
- Children have fewer opportunities to explore technology, such as programmable toys and resources, which they can use in a variety of purposes and ways.
- Children's mathematical development sometimes lacks challenge as the staff do not consistently use language which supports their understanding of mathematical ideas, such as shape.
- Self-evaluation processes are not fully robust, and do not effectively identify and target all weaknesses in procedures or areas to improve.

It has the following strengths

- Children are happy and confident at the pre-school. They demonstrate good relationships as they greet each other with excitement and interest. This demonstrates that children's personal, social and emotional development is strong.
- Children's independence is well supported as they freely access toys and resources, and are encouraged to see to their own self-care needs. This helps prepare children for their future skills and eventual move to pre-school or school.
- Staff and management have a suitable understanding of their roles and responsibilities for child protection; they know the procedures to follow if they have concerns about a child's welfare and the process to follow if there was an allegation of abuse against staff. This contributes to children's safety.

What the setting needs to do to improve further

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

- maintain a daily record of the names of the children being cared for on the premises and their hours of attendance.

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

- introduce more mathematical language during play and planned activities
- increase the range of programmable toys and resources available to children that they can use in a variety of purposes and ways
- develop the self-evaluation processes to clearly identify areas for development and improvement.

To meet the requirements of the Childcare Register the provider must:

- maintain a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- maintain a daily record of the names of the children looked after on the premises and their hours of attendance (voluntary part of the Childcare Register).

Inspection activities

- The inspector observed the play environments, the children at play and the staff's interaction with them.
- The inspector discussed practice with the committee, management and staff.
- The inspector carried out a joint observation with the manager.
- The inspector sampled records and documentation, including children's progress records.
- The inspector spoke to a number of parents to gain their feedback about the pre-school.

Inspector

Tracy Bartholomew

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The quality of teaching and monitoring of the educational programme is good. The staff plan and engage well with the children and promote their learning and development effectively through well-planned and purposeful activities. For example, children learn about numbers and sizes as they play interactivity with staff at a bingo game, and extend their imaginations as they explore with pasta in the home corner. However, staff do not take all opportunities in children's play to discuss shapes, to extend their mathematical development. Children's communication and language skills are successfully enhanced by all staff. For example, staff read stories with the children to extend their awareness that print carries meaning. They also sing songs, talk and ask questions to children throughout their play. This enhances children's speech, understanding and listening effectively.

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

Staff do not record children's attendance, as required. This means that they are unable to establish in an emergency who is present. Staff promote children's understanding of safety through valuable discussions as they play. For example, as they talk to children about being careful when using boxes for their robots' heads and when reminding children to use their 'walking feet' indoors to keep safe. Children benefit from a welcoming environment, which offers resources for all areas of learning inside and outdoors. However, children do have fewer resources to aid their understanding of the world in relation to technological toys. Children's dietary needs are met as the pre-school provides healthy snacks and frequent access to drinking water. Children enjoy playing outside daily where they participate in activities which support their development, such as exploring with water, playing chase games and football. This enhances their exploration and co-ordination skills for physical development.

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

The leadership team has made some strong improvements to the pre-school since the last inspection. The team has all information ready for inspection and has taken clear steps to safeguard the children through effective staff deployment. However, it has not reflected fully enough in its action plan on all requirements. This has led to the team failing to maintain an accurate daily attendance register, which is breach of requirements of the Early Years Foundation Stage. Despite this, the recruitment, vetting procedures, supervision and appraisal procedures are robust. This ensures that all staff and committee members are suitable to work with, and be in the proximity of, children. Staff comment that they are well supported and have many opportunities to undertake additional training, including updating their skills for planning and completing learning journals. Good partnerships with parents and professionals are in place and this promotes continuity of care.

Setting details

Unique reference number	148644
Local authority	Wokingham
Inspection number	1011158
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	26
Number of children on roll	40
Name of provider	Charvil Pre-School Committee
Date of previous inspection	25 March 2015
Telephone number	07503194712

Charvil Pre-School Playgroup registered in 1969. It is located in Charvil, near Reading, Berkshire. It opens Monday to Friday between 9.15am and 2.15pm during term time only. The pre-school receives funding for the provision of free early education for children aged three and four years old. A total of seven members of staff are employed to work with children; of these, six hold relevant qualifications at level 3 and one holds Qualified Teacher Status.

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