

Arc Pre-School

Britwell Youth & Community Project, Wentworth Avenue, SLOUGH, SL2 2DH



Inspection date

17 September 2015

Previous inspection date

12 June 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- Staff do not successfully help children to understand the behavioural expectations in the setting.
- The quality of teaching varies. Staff do not always carefully plan activities to take full account of children's interests and abilities. As a result, some activities lack suitable challenge and do not engage all children. Some children become bored and their behaviour deteriorates.
- Routines, such as mealtimes, are not well planned. For example, children often have to wait too long to eat their snack. Children do not learn about the benefits of healthy eating or good hygiene practice.

It has the following strengths

- Staff work well with parents and other professionals to support children who have special educational needs to enable them to make progress in their learning.
- Staff talk to parents about their children's starting points and quickly get to know the children. They use what they know about the children to help meet children's care and learning needs with some success.
- Overall, the manager supports staff well through regular supervision meetings and appraisals. Some positive steps have been taken to develop staff's knowledge and qualifications.

What the setting needs to do to improve further

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

	Due Date
■ ensure behaviour management strategies are effective to help children respond to appropriate boundaries and enable them to participate fully in their learning	17/10/2015
■ raise the quality of teaching and ensure children have good play and learning experiences to improve the progress they make towards the early learning goals from their individual starting points.	17/12/2015

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

- improve opportunities for children to learn about healthy eating and good hygiene practice, and review mealtime arrangements to ensure all children's needs are met well.

Inspection activities

- The inspector observed activities and play experiences available to children.
- The inspector observed interactions between children and staff.
- The inspector completed a joint observation with the manager.
- The inspector sampled documentation and children's development records.
- The inspector spoke to some parents to obtain their views on the provision.

Inspector

Tanisha Hodge

Inspection findings

Effectiveness of the leadership and management requires improvement

The manager has a satisfactory understanding of the Early Years Foundation Stage requirements. Safeguarding is effective. The manager and staff demonstrate a confident understanding of their responsibilities to safeguard children's welfare. Robust recruitment procedures are implemented and new staff undertake the required checks to ascertain their suitability to work with children. The manager understands the need to evaluate the success of their practice, and she regularly evaluates the provision with staff. Since the last inspection, the manager and staff have implemented strategies to improve behaviour management. This has had some success but they currently have a lot of new children who do not have a good understanding of behavioural expectations. The variation in teaching practice and planning of activities are contributing factors as to why children's behaviour and learning are not good. Not enough focus has been put on improving the quality of teaching, together with helping staff to manage children's behaviour successfully.

Quality of teaching, learning and assessment requires improvement

The quality of teaching varies; although some staff skilfully engage, play and interact with the children, others do not. As a result, children are not always motivated to learn. Positive interaction was observed when children participated in a threading activity; the staff engaged them in conversation about colours and counting. When exploring water from outdoor pipes they talked about the heaviness of the buckets being filled and how they would carry the buckets. Children are encouraged to think and develop their speech and language skills. Staff identify where children are in their learning and most use this information to plan activities that children enjoy and aid their development adequately. Children with special educational needs are supported well and have individual learning plans, to help narrow any gaps in their achievements. Staff help prepare children for the move to school; for example, they talk to the children about meeting new friends and new teachers, and encourage their self-care skills.

Personal development, behaviour and welfare require improvement

Not all children behave well and they are not always considerate to each other. For example, they do not share resources or listen to staff's instructions well. Strategies staff use to manage children's behaviour are not always successful; this affects how well children develop friendships and learn to respect others, and has a negative impact on their all-round learning and development. A healthy and nutritious snack is available for the children. However, staff are not proactive in helping children to understand the benefits of healthy eating and good hygiene routines, such as washing their hands before eating. Children enjoy spending time outdoors, where they benefit from fresh air and physical activity. They learn how to keep themselves safe. For example, on outings children are taught about potential risks and road safety.

Outcomes for children require improvement

Children generally enjoy their time at the pre-school and make some progress in their learning and development. However, children's progress is hindered by the negative behaviour displayed by some children and the variations in the quality of teaching.

Setting details

Unique reference number	EY469542
Local authority	Slough
Inspection number	980252
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	25
Number of children on roll	20
Name of provider	Charmaine Veneta Wattley
Date of previous inspection	12 June 2014
Telephone number	07443575910

Arc Pre-School registered in 2013. The pre-school operates from Britwell Youth & Community Project in Slough, Berkshire. The pre-school opens during term time only. The opening times are Monday to Thursday from 9am to 3pm. On Fridays, the pre-school opens from 9am to 12 noon only. The pre-school receives funding for the provision of free early education for children aged two, three and four years old. The pre-school employs four members of staff, three of whom hold appropriate childcare qualifications.

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