

# Binfield Pre-School Group

Memorial Hall, Memorial Hall, Binfield, Bracknell, Berkshire, RG42 4DU



## Inspection date

11 February 2016

Previous inspection date

30 March 2015

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		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

## Summary of key findings for parents

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

- Some staff do not have a full understanding of how to manage concerns about children's welfare or other staff's practice, to safeguard children effectively. In addition, staff do not ensure that they consistently record children's hours of attendance. These are also breaches of the requirements of the Childcare Register.
- Staff do not always enable children to do things for themselves during some daily routines, to promote children's personal independence.
- Self-evaluation processes are not fully robust to identify and target all weaknesses effectively.

### It has the following strengths

- Staff provide children with snacks that are nutritious, and enable the children to play and explore in a clean environment.
- Systems are in place to induct and train staff, and to monitor and reflect on their teaching practices. These measures, along with appropriate suitability checks, help to ensure that all adults working with the children are suitable.
- Staff provide children with good learning experiences to help them progress well. Staff's partnerships with parents and professionals provide good continuity in children's care and learning.

## 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
■ strengthen staff's knowledge and understanding of their wider safeguarding responsibilities to ensure that they are fully confident in the procedures to follow to safeguard children	12/03/2016
■ maintain a daily record of the names of the children being cared for on the premises and their hours of attendance.	12/03/2016

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

- provide more opportunities for children to do things for themselves during everyday routines, to fully promote their independence
- develop the self-evaluation process to clearly identify all areas for development, to improve the quality of provision for children.

### Inspection activities

- The inspector observed activities and play experiences available to children.
- The inspector observed interactions between children and staff.
- The inspector asked staff questions about their work and observed practice with the manager.
- The inspector spoke to some parents about their views and opinions of the provision.
- The inspector sampled documentation and children's development records.

### Inspector

Tracy Bartholomew

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The committee and leadership team has a moderate understanding of its role and responsibility to meet the requirements of the Early Years Foundation Stage. Although managers have made improvements to the pre-school since their last inspection, they are still not meeting all areas of the requirements. Safeguarding is effective. Suitable procedures are in place to maintain children's safety. For example, staff are on the door at arrival and collection time to prevent the children from leaving the pre-school unsupervised. Staff have regular safeguarding training and know the possible signs that may indicate child protection concerns. They understand their responsibility to keep the leadership staff members informed of any concerns that they may have about children's welfare or other staff practice. However, they do not fully understand their responsibility to follow the procedures relating to reporting concerns to outside agencies if needed.

### Quality of teaching, learning and assessment is good

Staff teach children well and use detailed planning, observation and monitoring systems which clearly show how children are progressing. They frequently review children's development and use assessment techniques effectively to enable them to identify any gaps in children's learning. As a result, children make good progress from their starting points. The key-person approach works well and staff know children's developmental stages. Children enjoy the activities available and happily choose the resources they need to develop their play. For example, children confidently mix soil into the sand to experiment with textures, while others create pictures and marks in the sand with pencils.

### Personal development, behaviour and welfare require improvement

Children's welfare cannot be fully assured as the staff do not keep accurate attendance records. This means that staff cannot easily determine, when necessary, who is present in the pre-school, for example, in case of an emergency. Despite this, children are happy and play well together. They show care and consideration for others and sing songs to help them learn about respect for others and good manners. Children enjoy mealtimes together, which are sociable occasions. However, staff do not always use such everyday routines to encourage children to achieve things by themselves, to fully promote their independence. Staff promote children's health and physical skills well. Children enjoy daily opportunities to play outside and be active.

### Outcomes for children are good

Children develop good communication and language skills; for example, through engaging in discussions, asking questions and playing games. They demonstrate confidence and show that they feel safe as they explore the environment with assurance. Children progress well and gain the skills needed for their next stages of learning.

## Setting details

<b>Unique reference number</b>	159101
<b>Local authority</b>	Bracknell Forest
<b>Inspection number</b>	1011368
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	22
<b>Name of provider</b>	Binfield Pre-School Committee
<b>Date of previous inspection</b>	30 March 2015
<b>Telephone number</b>	01344 862729

Binfield Pre-school registered in 1982. It is located in Binfield, Berkshire. It opens Mondays and Thursdays between 9.30am and 2.30pm, and Tuesdays and Fridays between 9.30am and 12 noon, term time only. The pre-school receives funding to provide free early education for children aged three and four years. A total of 12 members of staff are employed to work with the children, six of whom hold relevant qualifications at level 3.

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