

Pendennis Pre-School

Hatch Ride Primary School, Hatch Ride, Crowthorne, Berkshire, RG45 6LP



Inspection date	14 April 2016
Previous inspection date	19 July 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Satisfactory	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:

- Children are not fully supported to make the best possible progress. Staff do not monitor children's achievements consistently to identify their current stage of development and plan suitably challenging activities.
- Partnerships with parents are not fully developed. For example, staff do not consistently find out from parents what children know and can do when they start. In addition, staff do not always share children's ongoing progress with parents.
- Staff do not fully encourage children's independence skills or make the most of opportunities to help them learn to manage their own safety.
- The manager does not use self-evaluation effectively to identify weaknesses in meeting requirements and practice, to help raise outcomes for children.

It has the following strengths

- Staff complete thorough daily risk assessments to identify and minimise all possible hazards. This helps to protect children's welfare.
- There are positive relationships with the school. Staff and children visit the Reception Class for a story every week and are invited to activities in the school. This helps children to move smoothly on to the next stage of their learning.
- Children are happy and settled. They form secure relationships with staff, which helps to promote their emotional well-being.

What the setting needs to do to improve further

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

	Due Date
■ improve monitoring procedures to precisely track children's progress and identify any gaps in their learning, in order to plan suitability challenging activities to help them make the best possible progress	14/05/2016
■ strengthen partnerships with parents to gather a wide range of information about children's skills and abilities when they start, and improve the arrangements to share children's ongoing progress with them.	14/05/2016

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

- develop further the range of opportunities for children to extend their independence skills
- strengthen opportunities for children to develop a greater awareness of learning how to manage risk safely
- make effective use of self-evaluation to identify weaknesses in meeting requirements and to target areas to improve to raise outcomes for children.

Inspection activities

- The inspector observed the staff and children playing and interacting, and spoke to them at appropriate times during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector had discussions with the manager and deputy manager.
- The inspector spoke to parents and took note of their views.

Inspector

Lynne Lewington

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. All staff have had safeguarding training and know the procedures to follow to report any concerns. The manager follows robust recruitment and induction procedures. This helps to ensure that staff are suitable to work with children and understand their individual roles and responsibilities. Staff meet with the manager to reflect on their practice, skills and knowledge, and attend some training courses. However, this is not yet fully effective in raising the outcomes for children to good. Self-evaluation is not fully effective. The manager has not identified the breaches of requirements and the weaknesses in the quality of teaching and practice. For example, she has not addressed the weaknesses in the monitoring of children's progress.

Quality of teaching, learning and assessment requires improvement

Staff do not gather information consistently from parents about what their children know and can do when they start, to help identify children's starting points. In addition, staff do not always share information with all parents about their children's ongoing progress. Staff observe children's play. However, they do not use their observations effectively to monitor children's achievements and plan suitably challenging learning experiences to help them make the best possible progress. Children enjoy being creative. For example, they enjoy painting and decorating stones to look like insects. Children use their memories and books to paint their insects, and they mix different colours of paint to create the right colour. Staff ask questions to extend children's learning. For example, they ask children what resources they could use to make their insects' legs.

Personal development, behaviour and welfare require improvement

Staff do not make the most of opportunities to encourage children to extend their independence skills. For example, children are not consistently able to cut up their fruit for snack. This also slightly limits their awareness of using utensils, such as knives, safely. Children behave well. For example, staff encourage them to recognise the feelings of each other and play cooperatively together. Children enjoy many opportunities for fresh air and exercise. For example, they use the woodland play area, the playing fields and the pre-school playground. This encourages children to be physically active.

Outcomes for children require improvement

Overall, children make some progress. However, the lack of effective monitoring procedures does not allow staff to identify clearly the rate of progress that they make. Children are keen learners and are eager to participate in the activities on offer. For example, young children enjoy building with foam blocks and become intrigued when they notice that they stick together with soapy water. Children develop some of the skills needed for the next stage in their learning.

Setting details

Unique reference number	148669
Local authority	Wokingham
Inspection number	1028833
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	20
Number of children on roll	17
Name of provider	Theresa Hazel
Date of previous inspection	19 July 2013
Telephone number	07720400702

Pendennis Pre-School registered in 1991. The pre-school is privately owned and operates from a room within Hatch Ride Primary School, on the outskirts of Crowthorne, Berkshire. The pre-school is open on Monday and Tuesday from 9am to 3pm, on Wednesday from 9am to midday, and on Thursday and Friday from 9am to 1pm, term time only. Four members of staff work with the children, including the provider/supervisor. Two members of staff hold early years qualifications at level 3. The provider receives funding to provide free early education to children aged three and four years.

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