

Arc Pre-School

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



Inspection date

7 September 2016

Previous inspection date

17 September 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager of the pre-school is passionate and dedicated to improving outcomes for children and families in the local community.
- The pre-school team has been highly receptive to the effective support provided by local partners. This, alongside a strong commitment to continuous professional development, has had a positive impact on the quality of the provision and raised standards.
- The quality of teaching has improved rapidly and is now good overall.
- There is very good support for children and families when they first start. Parents speak highly of the staff and say their children can't wait to get to pre-school and begin to play.
- The pre-school is highly inclusive. Children are taught to respect and value each other's differences and experiences.
- Most children gain the skills they need to start school. The setting is tenacious in its efforts to ensure that those with special educational needs and/or disabilities get the help they need.

It is not yet outstanding because:

- There is more to do to ensure that the arrangements in place to monitor, coach and mentor staff lead to consistently high quality teaching.
- Systems to check that all groups of children, especially those at risk of under-achieving, do well at the pre-school are not yet in place.

What the setting needs to do to improve further

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

- continue to develop the effectiveness of monitoring and supervision arrangements so that all teaching is of a consistently high standard
- implement clear systems to monitor the learning and development of groups of children and ensure that the pre-school is closing the gap for those potentially at risk of under-achievement.

Inspection activities

- The inspector spoke to some parents and took their views into account.
- The inspector spoke to children and staff at appropriate times throughout the inspection.
- The inspector held a meeting with the manager, who is also the owner of the pre-school.
- The inspector conducted a joint observation with the manager.
- The inspector sampled the pre-school's documentation, including staff files, records of children's learning, reports on the pre-school's improvement work and policies and procedures.

Inspector

Penny Fisher, Her Majesty's Inspector

Inspection findings

Effectiveness of the leadership and management is good

The reflective manager is ambitious for the children and families that attend. The pre-school's ethos of 'positive attitudes, respect and continuous learning for all' is reflected in her concerted efforts to drive improvements over the last year. For example, the manager and whole staff team are working towards further childcare qualifications. The manager and staff have responded positively to inspection and the advice, guidance and support provided by other early years professionals. This has led to many positive changes. For example, mealtimes are now well-organised, social occasions for the children. Safeguarding is effective. The staff understand their duty to protect children and keep them safe. The shared use of the building is carefully risk assessed. Effective security systems ensure that children cannot leave the premises and unwanted visitors cannot gain access to the building.

Quality of teaching, learning and assessment is good

Most of the children present at the inspection were very new to the pre-school. Staff gather information from parents about new children's interests. This is used effectively to plan engaging activities that encourage children to become keen learners from the start. Staff's observations of children at play, alongside information from parents, are being used to quickly establish children's starting points and identify their next steps in learning. Staff interact with children well. For example they introduce children to new terms such as 'rolling pin' and use mathematical language such as 'longer' and 'shorter'. Staff follow the children's lead well, for example, they make good use of learning opportunities when asked to read a story or sing a particular nursery rhyme.

Personal development, behaviour and welfare are good

The playrooms have been carefully laid out to ensure children can make choices without being overwhelmed by too many resources. Most children are happily engaged in purposeful activities throughout the sessions. This means that behaviour is generally good. Children are encouraged to use good manners and show respect for the resources. Children develop warm relationships with key members of staff. This helps them to feel safe and secure and supports their emotional development well. Parents are reminded to provide healthy lunches and the pre-school snacks are nutritious. Children have daily opportunities for physical exercise to support their well-being.

Outcomes for children are good

Children enjoy their time at pre-school. Sensitive support from staff ensures that even very new children are confident to explore and investigate all that is on offer. Children are developing their ability to follow directions. For example, when they see the red 'traffic light' they willingly help to tidy up the resources. They respond well to being given small tasks such as putting the fruits back into the basket and value the praise they receive once the task is complete. Children develop good physical skills as they use rollers to make patterns in dough, kick balls and build towers with bricks. There is good support to help children become independent, especially in looking after their own needs.

Setting details

Unique reference number	EY469542
Local authority	Slough
Inspection number	1036760
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	25
Number of children on roll	22
Name of provider	ARC Pre-School Ltd
Date of previous inspection	17 September 2015
Telephone number	07443575910

Arc Pre-School registered in 2013. The pre-school operates from Britwell Youth and Community Project in Slough, Berkshire. The pre-school opens during term time only. The opening times are Monday to Thursday from 8.45am to 3.15pm and Friday from 8.45am to 11.45 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 owner employs five members of staff, four of whom hold appropriate childcare qualifications.

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