

Cox Green Community Centre Pre-School



Cox Green Community Centre, 51 Highfield Lane, Maidenhead, Berkshire, SL6 3AX

Inspection date 5 December 2017
Previous inspection date 13 May 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
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:

- The provider has failed to notify Ofsted of changes to the pre-school committee. Ofsted has been unable to complete the required checks to ensure their suitability for their roles. This is also a breach of the Childcare Register requirements.
- The manager does not monitor staff practice thoroughly enough to identify when teaching is less effective. Staff do not receive clear enough guidance to enable them to provide all children with good levels of challenge and support to extend their learning. Not all children make as much progress as they possibly could.
- Staff do not always make precise assessments of each child's learning. As a result, they are not able to plan thoroughly to help each child make ongoing progress.
- Self-evaluation is not effective. The provider and manager have not identified weaknesses in practice or breaches in requirements.

It has the following strengths

- Children develop good physical skills. Staff provide lots of opportunities for energetic play and children take part in these with great enthusiasm.
- Staff have improved opportunities for children to develop their independence skills. They encourage children to complete age-appropriate tasks for themselves and children enjoy helping to keep the room tidy and safe.
- Staff build warm bonds with parents and their children. Parents speak very positively of the kindness of staff and children show that they enjoy their time at pre-school.

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 Ofsted is provided with all the necessary information on committee members to enable it to check their suitability in a timely manner	01/01/2018
■ provide more effective monitoring of teaching, and support and guidance for all staff to improve the overall quality of their teaching and raise the outcomes for children	01/02/2018
■ monitor children's progress precisely and use the information to plan and deliver activities that meet their needs and ensure they are excited to learn.	01/02/2018

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

- make better use of self-evaluation to identify and address practice weaknesses, to improve outcomes for children.

Inspection activities

- The inspector observed children and staff indoors and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to staff about their understanding of child protection, safeguarding and first aid.
- The inspector spoke to parents and children and took account of their views.
- The inspector looked at documentation, including policies and children's records.

Inspector

Sarah Holley

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The manager ensures that all staff understand their role in safeguarding children and know how to raise any concerns to protect their welfare. However, although all committee members have completed Disclosure and Barring Service checks and do not have unsupervised access to children, the provider has not made the necessary information available to Ofsted. The manager provides staff with some training and feedback on their performance; however, this is not fully effective in ensuring consistently good levels of teaching across the pre-school. The manager has not identified some of the more pressing areas of poorer practice, such as the impact of the weaknesses in assessments on her ability to monitor children's progress. However, she has made a number of improvements since she took up her role, such as by welcoming parents more to spend time in the pre-school to find out about their children's learning.

Quality of teaching, learning and assessment requires improvement

Although staff record what children like to do, for example, by taking photographs, they do not use this information consistently to build a thorough picture of each child's stage of development. Staff plan a suitable range of learning experiences. However, there are inconsistencies in how they support children with their learning. For example, while older, more confident children enjoy answering questions about a story, the less confident children are not encouraged to share their ideas. When a member of staff leads a singing session, other staff who are sitting with her do not help children to focus and join in. At other times, the teaching is more effective. For example, staff plan times with smaller groups of children to help develop their speaking and listening skills. Staff make regular use of routine times to help children learn to count and recognise numbers.

Personal development, behaviour and welfare require improvement

Staff meet children's physical needs well. For example, children enjoy choosing from the healthy snacks and spend time each day outdoors in the fresh air. Staff supervise children closely and carry out regular checks to ensure that the premises remain safe and secure. Children spend time each day with the staff who know them best, for example, in smaller groups at the end of each session. Overall, children behave in a manner typical for their age. However, due to the inconsistencies in teaching, some children become distracted at times and do not settle so well to their learning.

Outcomes for children require improvement

Overall, most children make steady progress and gain the necessary skills to enable them to make a successful move on to school. For example, children learn to manage their own personal care needs, such as how to blow their nose, and to look after their learning environment. They learn to recognise their names and to play cooperatively with other children. Individual children benefit from additional funding to help close gaps in their learning. However, due to the inconsistencies in teaching, not all children make as much progress as they could.

Setting details

Unique reference number	108414
Local authority	Windsor & Maidenhead
Inspection number	1068371
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	2 - 4
Total number of places	40
Number of children on roll	46
Name of registered person	Cox Green Community Centre Management Committee
Registered person unique reference number	RP518118
Date of previous inspection	13 May 2014
Telephone number	01628 636715

Cox Green Community Centre Pre-School registered in 1993 and is situated in Cox Green, Berkshire. It is open from 8am to 2pm from Monday to Friday, during term time only. The provider is in receipt of funding to provide free early education to children aged two, three and four years. The provider employs seven members of staff. The manager holds a relevant qualification at level 6, the deputy manager has a level 5 qualification and all other staff hold relevant qualifications at level 3 or level 2.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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