

The Pines Community Pre-School



The Pines Community Centre, Hanworth Road, Bracknell, Berkshire, RG12 7WX

Inspection date	18 April 2018
Previous inspection date	4 November 2015

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 manager does not monitor the quality of teaching effectively. Supervision does not focus sharply enough on areas where staff need support, to raise the quality of teaching to a consistently good level.
- Staff do not plan effectively to meet all children's individual needs and next steps in learning. Not all children, including those learning English as an additional language, make good progress from their starting points.
- Staff do not consistently support children to develop independence skills.
- Staff miss opportunities to support children to develop an awareness of letters and the sounds they represent to further develop their literacy skills.
- The manager reflects on the quality of the provision. However, reflection is not rigorous enough to identify all areas for improvement.

It has the following strengths

- Children benefit from warm and caring interactions with their key person, which supports their emotional well-being effectively.
- Provision for mathematics is good and children make steady progress in this area.
- Partnerships with parents are good. The regular sharing of information provides continuity for children.

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 supervision and monitoring of staff practice through regular support and coaching, to raise the quality of teaching for all children to a consistently good standard	13/06/2018
■ plan more effectively to build on what children know and can do, to help them make consistently good or better progress in their learning and development.	13/06/2018

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

- increase opportunities for children to be independent and to become more confident in managing their own needs
- provide more opportunities for children to develop an awareness of letters and the sounds they represent
- improve self-evaluation systems to identify all weaknesses in the provision and to drive continuous improvements.

Inspection activities

- The inspector held discussions with parents and staff and took account of their views.
- The inspector looked at learning resources and observed children's play indoors and outdoors.
- The inspector conducted a joint observation of a focused activity with the provider.
- The inspector observed staff interactions and teaching.
- The inspector held a meeting with the provider and discussed self-evaluation processes.

Inspector

Rachel Dearnley

Inspection findings

Effectiveness of the leadership and management requires improvement

The manager reflects on aspects of the provision but she does not identify all areas for improvement. For example, she does not ensure that planning is sharply focused to build on what children know and can do. The manager completes regular supervision of staff. However, she does not effectively address all weaknesses in teaching, or identify what staff need to do to improve. Safeguarding is effective. The manager ensures that staff know what would give them concerns for a child's welfare and the procedures to follow. Rigorous risk assessments help to ensure that children are safe. Staff regularly share children's achievements with parents and involve them in their children's learning.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is inconsistent. Some staff miss opportunities to support and extend children's learning. Staff busy themselves in overseeing children's play. However, they do not always engage those children who would benefit from help to focus on an activity. Staff complete accurate assessments and swiftly identify children who are at risk of delay. However, strategies and interventions are not put in place for some children quickly enough. Where staff plan more successfully their group activities hold children's attention. For example, staff encouraged children to join in with familiar songs to develop their counting skills, using ducks to support their learning. Staff share books with children and encourage them to develop an interest in reading. However, at times, they miss opportunities to support children to develop their literacy skills further. Staff repeat words for children to help them develop their vocabulary. For example, they name a dragonfly and explain that it likes to fly above the water.

Personal development, behaviour and welfare require improvement

Sometimes, activities are not targeted effectively to meet all children's individual needs. At times, staff miss opportunities to support children to develop confidence and independence, such as during mealtimes. Nonetheless, children play cooperatively and behave well. They enjoy healthy snacks together and learn to take turns in small groups. Children develop an awareness of living healthy lifestyles. For instance, staff plan daily opportunities for children to have fresh air and exercise. Staff support children to feel safe and secure.

Outcomes for children require improvement

Not all children make good enough progress. Some children do not make expected progress, particularly in developing their communication and language skills. Nonetheless, children show a keen interest in imaginative play. They develop an awareness of similarities and differences between themselves and others. They gain some of the skills they need for school. For example, children showed curiosity as they investigated water with funnels, tubes and waterwheels and are beginning to form friendships.

Setting details

Unique reference number	509758
Local authority	Bracknell Forest
Inspection number	1128343
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	34
Number of children on roll	55
Name of registered person	Hanworth Community Association Committee
Registered person unique reference number	RP527978
Date of previous inspection	4 November 2015
Telephone number	01344 423487

The Pines Community Pre-School registered in 1988. It is situated in The Pines Community Centre within the grounds of a primary school in Bracknell, Berkshire. The pre-school opens from 9.05am until 12.05pm from Monday to Friday and from 12.15pm to 3.15pm from Tuesday to Thursday during school term times. Eight staff work with the children, seven of whom hold relevant qualifications at level 3. The pre-school receives funding for the provision of free early education to children aged two, three and four years.

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