

Cox Green Community Centre Pre-School

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



Inspection date	7 November 2018
Previous inspection date	5 December 2017

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

The provision is good

- Partnerships with parents are sensitive, supportive and professional. Parents say they have tremendous trust and respect for the staff. This strengthens their joint and successful approach to understanding and managing children's behaviour, care and learning across different situations.
- Staff share thorough and accurate assessments of children's progress with parents and all those involved in promoting children's care and learning. They quickly recognise when a child is not achieving as well as they might and swiftly seek further help where it is needed.
- Staff are particularly skilled in developing secure relationships with the many young children who start at the pre-school. Children quickly begin to explore exciting play areas, such as the extensive role-play area and huge outdoor sandpit.
- All children make good progress in their learning. The high proportion of children who arrive with delayed starts in different aspects of their learning and development catch up with their age group in time for school.

It is not yet outstanding because:

- The listening environment in the main hall does not fully support the good quality of teaching and literacy work that staff are capable of delivering.
- The time available for early interventions is reduced because highly qualified staff frequently escort toilet-training toddlers to facilities outside the pre-school rooms.

What the setting needs to do to improve further

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

- improve the use of different listening environments to ensure that children hear good-quality speech sounds that promote the highest levels of achievement in their speaking and literacy skills
- adjust the arrangements for escorting children to the toilet so that highly qualified staff can raise the achievements of the children who need additional support in other areas of their learning.

Inspection activities

- The inspector observed, listened to and talked with children as they played indoors and during outdoor play.
- The inspector talked with parents and listened to their views about the pre-school and their children's progress.
- The inspector looked at children's records. She discussed staff's planning and evaluation of activities, and how they exchange information with parents.
- The inspector reviewed records and procedures relating to safeguarding and risk assessment, and discussed a range of other procedures relating to children's welfare with the manager and the chairperson for the committee.
- The inspector observed care routines and completed a joint observation with the manager. Together they discussed how staff's training has contributed to raising outcomes for children.

Inspector

Helen Robinshaw

Inspection findings

Effectiveness of leadership and management is good

The manager, supported by her dedicated deputy and staff team, makes good use of evaluations to identify and carry out significant improvements at the pre-school. For example, she has thoroughly overhauled how staff observe, assess and target areas of children's learning and development. She monitors children's progress precisely to check how effective teaching is in tackling delays in children's learning and raising outcomes to higher levels. Safeguarding is effective. The manager checks that her staff know how to identify a wide range of welfare and child protection concerns. Staff respond quickly and appropriately to any such issues. Partnerships with parents and professionals support children's individual needs and changing family circumstances.

Quality of teaching, learning and assessment is good

The highly qualified manager and deputy manager successfully coach, guide and support their capable staff team to higher levels of teaching. For example, staff quickly engage children in exciting activities, such as making pumpkin soup. They talk children through the plan, help them follow a simple list of ingredients and agree techniques they could use to remove the pulp and seeds of a pumpkin. Children learn new words, such as 'pinch', 'press', 'scrape', 'squeeze' and 'squash'. Staff skilfully plan and create further opportunities during the day to repeat this new vocabulary in different contexts. For example, children gain the understanding and confidence to use these new words to describe their actions as they make clay lamps and Rangoli patterns to mark Diwali.

Personal development, behaviour and welfare are good

Staff are patient, kind and model consistently high expectations for children's behaviour. Two-year-old children soon learn to share and moderate any over-exuberant physical play. Staff make superb use of the outdoor play areas to develop children's physical strength and coordination. For example, children build aeroplanes out of crates and learn to balance along obstacle courses they have helped to construct. Staff encourage children to use and gain control of different tools, such as kitchen utensils in their mud kitchen. When children use the upturned saucepans for percussion instruments, staff prompt them to sing a nursery rhyme to help them beat in time to the music.

Outcomes for children are good

All children are making good progress in their learning. Young children soon become more socially skilled. Children who have special educational needs and/or disabilities steadily meet the next steps in their learning. Children who are disadvantaged easily access a broad range of activities and quickly flourish. Older children show an avid interest in writing. They watch staff write out new vocabulary, lists, menus and sums, and practise doing the same in their very imaginative role-play and storytelling.

Setting details

Unique reference number	108414
Local authority	Windsor and Maidenhead
Inspection number	10079764
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	40
Number of children on roll	45
Name of registered person	Cox Green Community Centre Management Committee
Registered person unique reference number	RP518118
Date of previous inspection	5 December 2017
Telephone number	01628 636715

Cox Green Community Centre Pre-School registered in 1993. It is open from 8am to 2pm on Monday to Friday, during term time only. The pre-school is in receipt of funding to provide free early education to children aged two, three and four years. There are seven staff working at the pre-school, five of whom hold appropriate qualifications at level 2 or level 3. The manager and the deputy manager hold honours degrees in early years education.

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