

The Pines Community Pre-School



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

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| Inspection date | 8 January 2019 |
| Previous inspection date | 18 April 2018 |

| | This inspection: | Requires improvement | 3 |
|---|-------------------------|-----------------------------|----------|
| The quality and standards of the early years provision | Previous inspection: | Requires improvement | 3 |
| Effectiveness of 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 is a provision that requires improvement

- The manager does not monitor the quality of teaching effectively. Teaching does not provide appropriate challenge, particularly for those children who need further support to catch up in their learning in readiness for school.
- Staff do not identify precisely what children need to learn next. They do not share information effectively with parents, carers and other settings that the children attend to promote consistency in children's learning.
- Staff fail to keep an accurate record of children's attendance, as required.
- The community association, which is the registered provider of the pre-school, does not actively oversee the management of the provision or check that weaknesses in the provision are addressed successfully to ensure good outcomes for children.

It has the following strengths

- Staff develop positive relationships with the children and support their emotional well-being effectively. Children are happy and enjoy their time at the pre-school.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

| | Due date |
|--|------------|
| monitor the educational programmes and the quality of teaching effectively and take swift action to identify and target weaker aspects of children's learning, including areas where children may be slow to develop key skills, so they are supported to catch up in their learning | 29/03/2019 |
| improve staff's understanding of observation and assessment so they accurately identify what children need to learn next and share this information with parents and other settings that children attend so that each child continues to make good or better progress | 29/03/2019 |
| ensure the daily record of attendance contains the names of the children being cared for and their actual hours of attendance. | 09/01/2019 |

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

- ensure committee members have a clear understanding of their legal responsibilities with regard to the early years foundation stage to enable them to contribute more effectively to the development and improvement of the pre-school.

Inspection activities

- The inspector observed children's play during indoor and outdoor activities.
- The inspector looked at a sample of documentation, including staff's suitability checks, accident records and first-aid qualifications. She viewed and discussed the action plan for improvement with the manager.
- The inspector spoke with the staff, children and parents at appropriate times during the inspection. The inspector held a meeting with the manager.
- The inspector conducted a joint observation of a group activity with the manager.

Inspector
Melissa Cox

Inspection findings

Effectiveness of leadership and management requires improvement

The provider has not been sufficiently involved in addressing the actions set at the last inspection. Inconsistencies in teaching and staff's use of assessment remain. Despite this, staff have made some improvements that have benefited the children. For example, they have re-assessed the environments used by the children and offer a wider range of activities for children to choose from. The manager has introduced staff supervision meetings, although staff do not consistently benefit from effective support and coaching to raise the quality of teaching further. Safeguarding is effective. Staff have a suitable understanding of the signs that may indicate a child is at risk of harm. They complete child protection training on a regular basis to keep their knowledge up to date. The manager carries out the required checks on staff to help ensure their initial and ongoing suitability.

Quality of teaching, learning and assessment requires improvement

Staff do not meet the developmental needs of some children effectively. For example, they do not use an appropriate level of questioning to build on what children need to learn next or plan for groups of children who show delays in some areas of their learning. Despite this, staff take account of children's interests when planning activities. For example, they provide a range of dressing-up outfits to support children's enjoyment of fantasy play. However, due to the lack of good-quality support, children, including groups of older boys, find it difficult to sustain their concentration. They do not benefit from teaching that meets their individual needs and, as the session progresses, they are observed running around the room.

Personal development, behaviour and welfare require improvement

Due to weaknesses in teaching, not all children benefit from activities that interest and motivate them to learn. For example, two-year-olds and those new to the pre-school find it difficult to engage successfully at group times as the session is not sufficiently organised to meet their needs. Children have some opportunities to develop their independence, such as attempting to put on their coats for outside play. However, staff are quick to intervene and do tasks that children can do for themselves, such as buttering their crackers at snack time. Staff suitably support children to manage their feelings and behaviour, although weaknesses in teaching mean that this is not consistently supported by all staff. They ensure that they meet children's health and additional care needs well. For example, staff manage accidents appropriately and make sure that children's needs for medication are met.

Outcomes for children require improvement

Weaknesses in the quality of teaching and the use of assessments mean that children, including funded two-year-olds, do not make the best possible progress in their learning and development. However, children gain some skills to help prepare them for future learning. For example, they develop their physical skills outside as they balance on tricycles or throw and catch balls. Some older children recognise their name in print and link this to the sounds letters represent.

Setting details

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| Unique reference number | 509758 |
| Local authority | Bracknell Forest |
| Inspection number | 10084879 |
| Type of provision | Sessional day care |
| Registers | Early Years Register |
| Day care type | Childcare on non-domestic premises |
| Age range of children | 2 - 4 |
| Total number of places | 34 |
| Number of children on roll | 47 |
| Name of registered person | Hanworth Community Association Committee |
| Registered person unique reference number | RP527978 |
| Date of previous inspection | 18 April 2018 |
| Telephone number | 01344 423487 |

The Pines Community Pre-School registered in 1988. It 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. Nine staff work with the children, six 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.

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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