

# Inspection of Sports Centre Pre-School

Bracknell Sports Centre, Bagshot Road, BRACKNELL, Berkshire RG12 9SE

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Inspection date: 7 October 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are settled and happy to attend this friendly pre-school. They increase their confidence as they explore the environment and make choices for themselves. Children develop good friendships and show that they have positive relationships with staff. Young children thoroughly enjoy playing with the train set. They concentrate and show perseverance to fix the track together. Children have many opportunities to create art. This strengthens the muscles in their hands in preparation for early writing. Older children proudly show their drawings to staff who praise them. Staff listen intently as the children explain their drawings to them. This supports children early literacy and self-confidence. All children demonstrate that they feel safe and secure.

Children enjoy sharing books and stories with staff and with each other. For example, children choose their favourite books and take turns to 'tell' the familiar story to each other using the pictures. All children enjoy joining in with the actions and words to familiar songs. They develop good communication and mathematical skills. All children, including children with special educational needs and/or disabilities (SEND) make progress in their learning.

Staff have high expectations of children. Children receive praise and encouragement, which helps them to build a sense of pride and achievement in their own abilities. Staff model clear and appropriate expectations for children's behaviour.

### **What does the early years setting do well and what does it need to do better?**

- The manager has worked hard to design a curriculum based on the children's interests and what they need to learn next. There is a strong focus on building trusting relationships and helping children to become confident and resilient learners. For example, the manager has introduced staggered settling-in sessions for new children. This supports children's emotional well-being and helps them feel safe and secure. Staff support children's personal, social and emotional development very well.
- Staff talk and respond to children as they play. They show great enthusiasm by joining in with children's role play. Staff use these opportunities to develop children's language and imagination. For example, they role model language such as 'fridge' and 'cold milk' to support children's pretend play. This supports their communication and language development.
- Staff know their children well and generally have good awareness of what they wish children to learn during activities. However, at times, staff's focus on achieving the outcomes of the activities detracts from what the children are showing they are interested in. Staff do not always adapt their interactions and

activities in the moment to reflect what children are showing they need to know next. This means that interactions with children do not consistently build on what they know and can do.

- Children enjoy fresh air and exercise as they play outside. There are plenty of opportunities for children to challenge their large-muscle skills. For example, they stack blocks and are confident at climbing on the apparatus.
- Children benefit from healthy practices. Staff encourage them to choose a healthy snack, such as yoghurt or fruit. Children routinely know to wash their hands before mealtimes. This supports children's health and well-being.
- Children's behaviour is good. Staff consistently use praise and encouragement to support children's behaviour. On rare occasions, where children display unwanted behaviour, staff are consistent in their responses. This helps children to manage their own behaviour or to understand the possible effects of their behaviour on others.
- Staff identify children who need extra support with their learning and development. They work with parents and outside agencies to ensure children have the support. Children with SEND receive good levels of support.
- Parents are positive about the pre-school. They comment that their children have made good progress since joining the pre-school. Parents are grateful for the information the pre-school shares with them about their children's development and how to support their learning at home.
- Staff talk positively about the support they receive from the manager. There are systems in place for the manager to identify mandatory training needs. However, supervisions are not used to evaluate and target specific areas of staff's professional development, to enhance the good-quality teaching and learning experiences children receive.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff demonstrate a secure understanding of the procedures to keep children safe from harm. They are aware of the possible signs that might indicate a child is at risk. The staff know how to report any concerns they may have about a child in their care. The manager ensures that staff attend regular child protection training to keep their knowledge up to date. Regular checks on the environment enable staff to identify and eliminate any risks to children. Robust recruitment procedures are in place to ensure those working with children are suitable.

## **What does the setting need to do to improve?**

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

- strengthen staff's understanding of how to adapt their interactions to respond to

children's interests and engagement during activities, so that they consistently build on what children know and can do

- develop further staff supervisions to evaluate and target training that builds on the quality of teaching, to support children's learning to the highest level.

## Setting details

<b>Unique reference number</b>	EY366001
<b>Local authority</b>	Bracknell Forest
<b>Inspection number</b>	10228445
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Rance, Yvonne
<b>Registered person unique reference number</b>	RP513879
<b>Telephone number</b>	07969757491
<b>Date of previous inspection</b>	23 January 2017

## Information about this early years setting

Bracknell Sports Centre Pre-School re-registered in 2007 and is privately owned. It operates from the athletic club at Bracknell Sports and Leisure Centre in Bracknell. The pre-school opens Monday from 8.30am until 1.30pm, Tuesday to Thursday from 8.30am to 2.30pm and Friday from 8.30am until 1.30pm, during term time only. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. The pre-school employs four staff. All staff hold appropriate early years qualifications to level 3.

## Information about this inspection

**Inspector**  
Kelly Lane

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager and the inspector had a learning walk together to discuss the manager's intentions for children's learning.
- The manager and the inspector evaluated children's learning during planned activities and when children played.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector spoke to the manager and staff and looked at a sample of documentation, including evidence of the suitability of those working at the pre-school.

We carried out this inspection 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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