

Inspection of Sport Centre Pre School

Bracknell Leisure Centre, Bagshot Road, Bracknell RG12 9SE

Inspection date: 18 July 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children show that they feel safe and secure. They eagerly enter the pre-school, where they are greeted by warm and friendly staff. Leaders and staff place a strong focus on children's emotional well-being. They recognise the importance of children building secure attachments with their key person. Therefore, they have implemented home visits to enable them to meet with children and their families before they start attending. This enables staff to gather information about children's individual needs and foster attachments from the outset.

Leaders and managers have recognised the impact that the COVID-19 pandemic has had on children's development, particularly in relation to speech and language. They have implemented small-group activities, such as stories and singing, to help to develop children's listening, attention and speaking skills. Children eagerly join in with action songs and rhymes, and they listen with interest to stories, naming the dinosaurs and predicting what might happen next.

Children have a positive attitude to learning. Staff have high expectations of what children can achieve. Overall, they provide a good range of resources to support children's learning across all areas of the curriculum. Children successfully develop the knowledge and skills they need for the next stage of learning. For example, they complete tasks independently, have two-way conversations with adults and work cooperatively with other children.

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

- Staff are in tune with individual children's capabilities. They observe and assess children to identify emerging gaps and plan for their next steps. They work effectively with parents and other professionals to put specific targets in place. This helps to ensure that all children, including those with special educational needs and/or disabilities (SEND), make good progress from their starting points. Additional funding is spent effectively to support the individual needs of children. For example, staff have attended training to help them to support children with SEND more effectively.
- Overall, staff provide learning experiences that are enjoyable for children. Children revel in new experiences and concentrate well. For instance, they mix flour and water to make dough. However, when planning activities, staff do not always precisely consider what individual children need to learn next to extend their existing knowledge and skills further.
- Partnerships with parents are effective. Staff ensure that parents are kept well informed about their children's development and activities. Parents report that they appreciate the positive feedback and comment that their children have made rapid progress since attending the pre-school.

- Overall, staff provide a variety of activities for children to develop their literacy skills. They offer a good selection of books and use these to stimulate children's interest in reading. Children enjoy listening to stories. They snuggle up to staff and read their favourite stories together. However, there are fewer opportunities for children to practise their early writing skills. For example, mark-making resources are not easily accessible indoors and are of poor quality outdoors.
- Staff provide good opportunities for children to develop mathematical skills. For example, as they read to children, they encourage them to identify which sized bowls belong to the family of bears. Children recognise that the large bowl belongs to daddy and the small bowl belongs to baby bear. Staff help children to work out that the medium-sized bowl belongs to mummy bear. Children develop good critical-thinking skills.
- Children have good opportunities to be physically active and enjoy the time they spend outdoors. They quickly become engaged in activities. For instance, they help friends to build a balance beam and add steppingstones. Staff use effective teaching, such as showing children how to balance along the beam. Children copy staff and quickly develop new skills as they stretch out their arms to help them to balance.
- Children behave well. Staff act as positive role models and set clear rules and boundaries. For instance, children are reminded to use kind hands and share and take turns. Children quickly respond to instructions from staff, such as when asked to tidy the toys away. They work together as team and swiftly clear the toys away in preparation for the next activity.
- Leaders monitor the quality of the provision effectively to identify and make continuous improvements. This includes providing a programme of training for staff. Leaders recognise the importance of monitoring staff's emotional well-being. Regular supervisions enable them to check on staff welfare, ensuring they feel happy and valued.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a good understanding of how to safeguard the children in their care. They complete regular training to help them to recognise the signs that a child may be at risk of abuse and/or neglect. Leaders and staff are clear about the procedures to follow if they have a concern, including concerns about adults. Robust recruitment procedures are in place to help ensure that all adults 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:

- refine planning for adult-led activities so that the learning intent and delivery are

best matched to the age and stage of development of the children

- enhance children's opportunities to practise mark making and develop their early writing skills.

Setting details

Unique reference number	2718079
Local authority	Bracknell Forest
Inspection number	10302564
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	30
Name of registered person	Taylor, Gemma
Registered person unique reference number	2718077
Telephone number	07969 757491
Date of previous inspection	Not applicable

Information about this early years setting

Bracknell Sports Centre Pre-School re-registered in 2022. It operates from the athletic club at Bracknell Sports and Leisure Centre, 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 five staff. All staff hold appropriate early years qualifications to level 3.

Information about this inspection

Inspector

Ingrid Howell

Inspection activities

- This was the first routine inspection the provider 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 her evaluation of the provider.
- The manager and the inspector completed a learning walk together and discussed how the curriculum is organised.
- The inspector carried out a joint observation with the manager and discussed the quality of teaching.
- The inspector observed the interactions between staff and the children and considered the impact on their learning.
- The inspector asked staff questions throughout the inspection to establish their understanding of how to safeguard children.

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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