

Inspection of Cox Green Community Centre Pre-School

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

Inspection date: 26 September 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive happily, separate well from parents and carers, and settle quickly to the wide variety of activities in the pre-school. They seek out their friends and key person to join them in their play. Staff facilitate free-flow play throughout the session between the indoor and outdoor spaces. This enables children to make choices about where to play. Children ask staff to join them at activities, such as using the dough to make imaginary pizzas. Staff follow children's interests and support this request. Staff talk to children about things that interest them, such as characters from 'Frozen' or the planets. They encourage back-and-forth conversations. This ensures that children feel listened to and know staff value their contributions. Children are very keen to join in with activities and experiences and to have a go. For example, they enjoy being creative with the paint dabbers at the easel.

Leaders have developed a suitable curriculum for children based on planning in the moment. They provide a continuous curriculum which they then add enhancements to. These are based on children's current learning and interests and what leaders would like them to learn next. Staff have high expectations for children and interact with them effectively to extend their learning. This ensures that all children, including those with special educational needs and/or disabilities (SEND), make good progress in their learning.

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

- Leaders are very reflective and have an appropriate action plan in place. This helps them to continue to provide the best possible environment and learning for the children in their care. Leaders and staff review the enhancements to children's play each day and use this to inform their planning for the following day. This enables them to ensure the curriculum remains current and relevant.
- Staff know and understand the learning intentions for different continuous provision and how to enhance and differentiate learning for children of different abilities. They are a key part in children's learning through their role modelling. Key people gather starting point information from parents when children first start. This is then used alongside what staff have observed children are interested in to decide on what they need to learn next. This helps staff to identify any gaps in children's development and plan to ensure these gaps close and children make the best possible progress.
- Leaders receive effective support from the management committee, who maintain a good oversight of the pre-school. The long-standing staff team works well together. It communicates effectively throughout the day to ensure children's needs are met and that staff deployment is effective. Leaders and staff attend regular training to support them in their roles; this includes termly inset

days. This helps to improve their knowledge, skills and practice.

- Staff plan to support children to be ready for school. They aim for children to leave pre-school as secure individuals who can build relationships and attachments and be able to do things for themselves. However, staff do not consistently recognise when to encourage children to do things for themselves. They put children's coats on their pegs for them and wipe their noses. This does not fully support children to practise their own independence skills.
- Leaders and staff prioritise the development of children's communication and language. They introduce lots of new vocabulary in activities. For instance, during ice play, children learn the words 'igloo' and 'melting'. Through the story of the week, they learn 'brave' and 'trunk'. Staff also offer suitable support for children who speak English as an additional language. They ask parents for key words and their pronunciation so these can be used in pre-school. However, on occasion, when asking children questions, staff do not give children the time they need to think and respond. Nonetheless, children communicate well and share their wants and needs.
- Children behave well. Staff support conflict resolution by getting on the children's level and talking to all children about what is happening. They also talk about how the children involved are feeling and how they might resolve the situation. This works towards children learning to resolve conflict for themselves. Children are kind; they share resources with their friends. Staff encourage children to use good manners, such as when requesting a drink of milk at snack time. This supports children to develop good social skills.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support staff to consistently recognise when children can attempt to do things more for themselves, to support children's developing independence skills further, particularly in relation to their self-care
- enhance staff's teaching strategies to ensure they consistently allow children time to think and respond to questions.

Setting details

Unique reference number	108414
Local authority	Windsor and Maidenhead
Inspection number	10354803
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	40
Number of children on roll	23
Name of registered person	Cox Green Community Centre Management Committee
Registered person unique reference number	RP518118
Telephone number	01628 636715
Date of previous inspection	7 November 2018

Information about this early years setting

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

Information about this inspection

Inspector
Clare Perry

Inspection activities

- The manager and inspector carried out a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual and manager about the leadership and management of the setting.
- Staff spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector and manager carried out a joint observation of an outdoor activity.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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