

Inspection of Binfield Pre-school

Jocks Lane Park Pavilion, Binfield Road, Bracknell, Berkshire RG12 2BH

Inspection date: 29 April 2024

Overall effectiveness	Inadequate
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The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is inadequate

Weaknesses in leadership mean that not all statutory requirements are met. For example, current systems to monitor staff's ongoing suitability to work with children are not effective. This impacts on children's safety and well-being.

Current staffing arrangements do not ensure that the role of the key person is fulfilled. Staff are poorly deployed, and this means that some children are often not cared for by familiar staff who they have built a secure relationship with. Staff do not prioritise the support they provide for children, including those with special educational needs and/or disabilities (SEND). Although children often play happily, either alone or with peers, busy staff do not support them effectively to make progress in their learning as they play. For instance, some children spend long periods of time playing alone with little interaction with staff. Children do not have positive attitudes towards learning. They become bored and do not engage fully in the activities that are on offer.

Despite the weaknesses, some children enjoy helping staff with chores for the day. For instance, children delight in following staff to wash the plates and sweep the floor at snack time. This helps children learn the independence skills they need.

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

- Leaders and managers follow adequate procedures to ensure the initial suitability of staff when they are first employed. However, at times, the systems in place to ensure that staff know what may affect their suitability and report this to leaders are not effective. This means, at times, that leaders cannot take appropriate action to report any concerns. This does not ensure children's safety. Despite this weakness, however, the manager and staff do have knowledge and understanding of the procedures to follow if they have concerns about any children in their care.
- Staff deployment is poor. The manager has additional responsibilities that restrict her from completing all aspects of her role effectively. The range of responsibilities she has means she is not able to provide and prioritise the support staff need to help them continually improve the curriculum and outcomes for children. Although there are significant weaknesses, the managers support staff's well-being and ensure that they each have a training plan. For instance, staff explain how their recent training has helped them to improve the book corner. Staff report that leaders are compassionate and caring. They appreciate the support they receive.
- The key-person system is ineffective. It does not support the learning and care needs of all children. For example, staff often move quickly from one child to another without promoting quality teaching with children during play.

Furthermore, staff do not always know who their key children are. As a result, they do not adequately comfort some newer children when they become upset. This does not promote children's emotional well-being or confidence.

- Overall, staff and managers know where children are in their learning and have a clear view of what they want children to learn next. However, they do not consistently provide children with interactions that stimulate curiosity, interest or excitement. In addition, staff do not use effective strategies to support those children with speech and language delay. Often, these children are left wandering around with little support offered. Where practice is stronger, staff get down to children's level and model language. For example, staff enthusiastically pretend to bake cakes with children in an imaginary game. They gently talk to children about the 'paw patrol' cakes they make at home. However, this is not consistent for all children. For instance, some children play alone as staff do not want to 'upset' them. This means that all children, including those with SEND, do not receive the support they need to reduce gaps in their development.
- Despite the significant weakness in practice, staff plan activities both indoors and outdoors that children enjoy, such as playing in the fresh air. Children excitedly join in with rhymes, play musical instruments and dance to the sound. In addition, they enjoy the climbing equipment as they explore many ways to climb and balance. This supports their muscle development and core strength.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

	Due date
put in place robust systems to monitor staff's ongoing suitability and ensure that staff know they must disclose anything that may affect this	31/05/2024
improve staff deployment so that children receive appropriate support and benefit from quality interactions to meet their individual learning needs	31/05/2024

implement an effective key-person system that meets children's individual needs and promotes their emotional well-being	31/05/2024
put in place an effective curriculum to ensure that all children access and engage in a broad range of experiences that help them make progress, including those with SEND	31/05/2024
improve the oversight of the setting to ensure that the manager meets the responsibilities of their role and that staff receive the support they need to improve their practice.	31/05/2024

Setting details

Unique reference number	EY292744
Local authority	Bracknell Forest
Inspection number	10335830
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	36
Name of registered person	Binfield Pre-School Committee
Registered person unique reference number	RP903965
Telephone number	07749 209 424
Date of previous inspection	28 June 2018

Information about this early years setting

Binfield Pre-school registered in 2001. It is situated in Binfield, Berkshire. The pre-school employs five members of childcare staff. Of whom, three are qualified at level 3 and one is qualified at level 2. The pre-school opens from Monday to Friday, term-time only. Sessions are from 9.30am to 2.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Mandy Cooper

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 their evaluation of the provider.
- The deputy manager, the manager and the inspector completed a learning walk together of all areas of the pre-school and discussed the early years foundation stage curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- 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 carried out joint observations of group activities with the manager.
- Parents and grandparents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in 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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