

Inspection of Binfield Pre-school

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

Inspection date: 9 September 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Inadequate
--	------------

What is it like to attend this early years setting?

The provision is good

Leaders and staff have taken action to make the improvements that are necessary to raise the standards of care and education. They have prioritised strengthening the systems in place to ensure those that work with children continue to be suitable.

Staff are cheerful and warmly greet children as they arrive. This helps children feel welcome and they develop a sense of belonging. Children demonstrate kindness to one another and listen to what the staff tell them. Staff reinforce expected behaviours and remind children frequently of the boundaries. For example, staff explain to children why walking with scissors can be dangerous. Staff support children's understanding of safe choices as they demonstrate safer ways of scissor handling. This provides children with an early understanding of risk management.

Children demonstrate a sense of trust in the adults that care for them. The staff deploy themselves effectively to ensure they are readily available to engage with children as they play. Children enjoy using their imaginations as they interact with staff during role-play. For example, children make a pretend cup of tea for staff and show a sense of pride, as they receive meaningful praise for their efforts. This helps build children's confidence and self-esteem.

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

- Leaders and staff have reflected on their practice and the service they offer since the previous inspection. They are driven by their passion to ensure children receive good foundations to support their next step in learning. Leaders have improved arrangements to ensure they have more time to effectively monitor staff practice and have oversight of the setting. This helps keep children safe. Staff receive effective coaching and training opportunities that promote the continuous improvement of the setting. This also provides them with a secure understanding of their roles and responsibilities. Staff express that they feel supported by the provider and that their well-being matters.
- The curriculum is coherent and places emphasis on supporting children to develop their independent skills. This helps prepare children to develop confidence to carry out every day tasks. Staff understand what it is they are teaching children and effectively plan for their next steps of learning. Children with special educational needs and/or disabilities (SEND), benefit from additional adult support that helps them to achieve their targets. Staff use well-thought-out strategies that help children, especially those with SEND, build on their skills. This helps them to make the progress they are capable of.
- Children enjoy an array of activities where they can explore and investigate their surroundings. They develop a good understanding of the world that they live in.

Staff ask questions that encourage children to think about and recall information from previous activities. However, on occasions, some staff do not fully explain the intent of the activity to all children. In addition, they do not always teach children how to use resources appropriately during activities. This does not fully encourage children to widen their knowledge and skills they are learning.

- The key person system has been strengthened to ensure children receive quality time through-out the session with those that know them best. For example, children enjoy playing small group games with staff. Staff support their speech by encouraging back and forth conversations. Children learn conversational cues and wait their turn to talk. Staff know their key children well, and effectively support their learning and development. Staff talk to children calmly, with respect and listen intently to what they say. This supports their emotional well-being.
- Overall, parent partnership is effective. All staff work hard to develop strong relationships with parents. This is to ensure they work together to support children, and develop a two-way flow of information sharing. However, leaders and staff do not always ensure information about the setting has been successfully shared. This can lead to misunderstandings and confusion for some parents. Despite this, parents speak highly of the manager and staff and share their gratitude for the care and education their children receive.

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 recognise when opportunities arise to extend children's learning further
- strengthen information sharing with parents to build on relationships and promote more consistent, effective communication.

Setting details

Unique reference number	EY292744
Local authority	Bracknell Forest
Inspection number	10352104
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	14
Name of registered person	Binfield Pre-School Committee
Registered person unique reference number	RP903965
Telephone number	07749 209 424
Date of previous inspection	29 April 2024

Information about this early years setting

Binfield Pre-school registered in 2001. It is situated in Binfield, Berkshire. The pre-school employs six members of childcare staff. Of whom, three are qualified at level 3 and three 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
Kelley Ellis

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The special educational needs coordinator 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 carried out a joint observation of a small group activity with the manager.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024