

Inspection of The Pines Community Pre-School

The Pines Community Centre, Hanworth Road, BRACKNELL, Berkshire RG12 7WX

Inspection date: 25 April 2025

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

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

The pre-school staff foster a nurturing environment where children thrive. Children eagerly arrive and are welcomed by enthusiastic staff who help them settle into activities quickly. They explore the engaging learning environment with curiosity. Children independently move around the room, selecting the experiences they would like to engage in. They show sustained concentration and focus on these activities. Staff serve as positive role models, promoting kindness and empathy. The key-person approach ensures secure attachments, aiding children in settling well. Children show eagerness for learning, high emotional well-being, confidence and good social skills.

Children particularly enjoy the woodland activities that staff plan, for example, to support learning about nature, to encourage teamwork and to help children gain an understanding of risk management. Children have fun being active and show good levels of motivation and confidence. They excitedly participate in mud play under the supervision of a staff member, eagerly choosing their resources and interacting joyfully with each other. Children with special educational needs and/or disabilities receive support from dedicated and nurturing staff to achieve their full potential. Comprehensive individual education plans and robust collaborative efforts ensure that children receive targeted assistance in the areas where it is most needed.

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

- The provider has designed a clear curriculum that helps children to develop essential skills and knowledge. Consideration has been given to children who attend and how best to support them. There is a sharp focus on children's emotional well-being. Staff recognise the importance of strong attachments, and children feeling emotionally secure as a foundation for successful play and learning. When children start at the setting, staff meet with parents. They gather information about each child's unique traits and preferences. This helps staff plan activities that are based on children's interests.
- Managers use peer observations and meetings to help identify areas where staff may need further development. Staff have regular training to update them about good practices and enhance their teaching skills. This continuous professional development ensures that they remain well equipped to support and inspire the children under their care. Managers place a high priority on staff's well-being and ensure that they feel appreciated.
- The pre-school takes pride in fostering positive behaviour and attitudes among the children. Staff play a crucial role in modelling and promoting kindness, empathy and respect. Children learn to interact harmoniously with their peers, sharing resources and participating in group activities with enthusiasm. Children feel secure and supported and develop healthy social skills and positive

emotional well-being.

- The pre-school values partnerships with parents and fosters them carefully. Staff offer a flexible, individualised settling schedule to ensure smooth transitions for each child. Parents are reassured about their children's care. Effective communication keeps parents informed about daily activities and progress. Staff hold regular meetings to discuss development and welcome parents' feedback. Staff use extra funding well, for example, to purchase resources, such as books, to support learning at home. This collaborative approach builds a strong community focused on the children's growth and success.
- Children enjoy a variety of activities that staff plan to support their development. They delight in outdoor play, where staff provide opportunities for them to climb, use ropes and explore small insect habitats. They show high levels of curiosity and a love for nature. Indoors, children engage in creative play, selecting experiences that interest them and concentrating on these with enthusiasm. Staff create a nurturing environment that helps children thrive emotionally, socially and academically.
- Staff support some aspects of children's mathematical development well. For example, staff engage the children in number activities well during music sessions, encouraging children to hold up the correct number of fingers when a flying saucer flies away. However, on other occasions, staff are not as confident in recognising when to build on children's number skills, such as when children show an interest in counting. This does not consistently support children to extend their learning in this area.
- Overall, children receive strong support in communication and language skills, for example, through story time, activities, songs and rhymes. Staff talk to children and encourage conversations. This helps many children to become confident communicators. However, support for children learning English as an additional language is not planned as precisely. For example, staff have not fully developed opportunities for children to use, see and hear their home languages in the pre-school to further support their language development.

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:

- strengthen staff's understanding of how to further support and extend children's confidence in using numbers and counting
- enhance support for children learning English as an additional language to use

their home languages in the setting.

Setting details

Unique reference number	509758
Local authority	Bracknell Forest
Inspection number	10394551
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	34
Number of children on roll	39
Name of registered person	Hanworth Community Association Committee
Registered person unique reference number	RP527978
Telephone number	01344 423487
Date of previous inspection	12 September 2019

Information about this early years setting

The Pines Community Pre-School registered in 1988. It opens from 9am until 3pm, from Monday to Friday, during term-time only. Nine staff work with the children. Of whom, five hold relevant qualifications at level 3. The pre-school receives funding for the provision of free early education to children aged two, three and four years.

Information about this inspection

Inspector

Rochelle Anderson

Inspection activities

- The inspector consulted parents and considered their opinions.
- The inspector and the nursery manager conducted a learning walk of the pre-school to review the early years provision and curriculum organisation.
- The inspector talked to staff about their understanding of child safeguarding and their methods for assessing and planning children's learning.
- The nursery manager and the inspector conducted a joint observation.

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 2025