

# Crabtree Pre-School

Inspection report for early years provision

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**Unique reference number** 110718  
**Inspection date** 21/10/2008  
**Inspector** Sheena Bankier

**Setting address** The New Community Centre, Faircross, Hermitage,  
Thatcham, Berkshire, RG18 9TL

**Telephone number** 01635 204387

**Email**

**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

## **Description of the setting**

The Crabtree Pre-School is registered on the Early Years Register. The pre-school has been registered since 1991. It operates from the Community Centre on the Faircross estate in Hermitage. A maximum of 26 children aged from rising three to five years may attend the pre-school at any one time. The pre-school is open during term time only from 09.15 to 15.30 Monday to Thursday and Friday from 09.15 to 12.45. Children have access to a secure enclosed outdoor area.

There are currently 33 children on roll. Of these, 24 children receive funding for nursery education. Children come from a wide geographical area. The pre-school currently supports a number of children with learning difficulties and/or disabilities.

The pre-school employs six staff including an administrator. Four of the staff including the manager hold appropriate early years qualifications.

## **Overall effectiveness of the early years provision**

Staff effectively identify and meet children's individual needs at the pre-school. A well planned environment which is inviting and stimulating both in and out of doors is provided. This enables children to develop independent skills, explore and investigate. Staff promote children's understanding of good behaviour through positive praise and are excellent role models to them. Overall, staff have developed a good knowledge and understanding of the Early Years Foundation Stage (EYFS) and have attended training. Excellent partnerships with parents are in place. As a result, this contributes to continuity in the children's care and educational needs.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- ensure children's records of development are linked to the Early Years Foundation Stage (EYFS)
- develop partnerships with other settings which children attend
- ensure suitable hygiene procedures at lunch time.

## **The leadership and management of the early years provision**

Clear established roles and responsibilities are in place within the staff team. The pre-school employs an administrator. This enables the staff working directly with the children to focus on their roles. Staff have undertaken training. This promotes the pre-school's development and practice. Regular meetings enable staff to focus on the individual needs of children. This enables them to identify how to support children's development and progress. This results in all staff having an effective understanding of the individual children's needs. Self-evaluation is used well and is completed by the staff team. They identify their strengths and areas for

improvement. All required policies and procedures are in place. Staff evaluate the daily activities and experiences. This enables them to understand what children have gained from them.

Staff create a purposeful environment for children. This enables children to interact with their surroundings, for example, the writing table displays the alphabet and the provision of magnetic letters along with writing resources enables children to initiate their own learning. This develops their mark making and emergent writing skills. Children's trays, pegs and shoe racks are all labelled with children's names and a self-registration system is used. This develops children's recognition of their name and provides them with a sense of belonging.

The premises are secure and well maintained. Risk assessments are in place for the setting and for outings that are undertaken. These clearly identify the potential risks and the action to take to reduce these. In addition to the risk assessments staff undertake daily checks of the premises. Safe arrival and departure arrangements are established. Staff encourage children's understanding of their safety, for example, through discussions and explanations. This promotes children's safety. The pre-school overall maintains a high level of good hygiene. Children develop good understanding of the importance of hand washing routines through discussion and a photo sequence displayed by the hand basins. Two staff hold food hygiene certificates. They take responsibility for the kitchen and food storage and preparation. Children who stay for lunch bring a packed lunch from home. The setting provides information regarding suitable contents and storage facilities of these. Plates are used and children transfer their packed lunches onto these. However, when the lunch bags are initially placed out these are put directly onto the plates. This puts children at risk of cross-infection.

Strong and effective partnerships with parents are in place. Parents are encouraged to participate in the life of the pre-school, such as, joining the committee or being on the parent rota. Staff work closely with parents to establish and meet the needs of children. Where children attend other settings, staff have developed some contact with other early years providers through the parents. Effective links with local schools are established. This supports the transition to school. The pre-school liaises with other agencies effectively, for example, where there is an identified learning difficulty and/or disability. This promotes consistency in supporting children's development and progress.

Staff understand their responsibilities to safeguard children well. They have knowledge of the procedures to follow in the event of concerns and have direct access to information to support them. Children's welfare is safeguarded as a result.

## **The quality and standards of the early years provision**

Children are very happy and settled at the pre-school. Staff and children benefit from superb relationships. Children have developed extremely good friendships with their peers. They understand the behaviour expectations of the pre-school and their behaviour is very good. Staff recognise the benefits of praising children and as a

result frequently praise children for their efforts and achievements. Children are confident and recognise the established routines, such, as tidy up time when they join in well. Children sustain their concentration extremely well and have very good listening skills, for example, they listen well at circle times in a large group and participate with enthusiasm at activities and during discussions.

A wide range of experiences and activities are enjoyed by the children indoors and outside. These ensure children benefit from choices and enable them to initiate their own play and ideas through the range provided. The excellent outdoor area encompasses all the areas of learning, for example, role play resources, such as, dressing up clothes and toy drills are used. Different sources of mark making and emergent writing resources are available, such as, chinks, clipboards and paintbrushes and rollers with soapy water for children to make large movements with. Children enjoy exploring and investigating, for example, the green water, which has glitter added to it by the children and the mini-beasts amongst natural materials, such as, fir cones and conkers.

Children develop independent skills well. They change their shoes when going outdoors and put on their coats. The café style snack enables children to enjoy refreshments when they are ready. The children make choices from healthy options and are able to pour their own drinks with or without staff support. Children sit together in small groups with staff at lunchtime. This supports their social skills. Children take turns as being the daily 'helper'. This promotes their self-esteem and confidence. Children use the computer and other Information and Communication Technology (ICT) equipment with confidence.

Staff provide consistent and individual support to children at activities. They promote children's learning effectively through their interaction and discussions. Children benefit from relevant questions from staff. These develop their thinking skills and enable them to consolidate their learning. Children with learning difficulties and/or disabilities benefit from effective support. Individual play and education plans are in place. The pre-school reviews these with parents and other parties on a regular basis. This promotes consistency in promoting children's learning and supporting progress. The pre-school has developed the key person approach and children's individual learning needs identified clearly through ongoing monitoring and observations. However, at present the pre-school is continuing to use the Foundation Stage and not the Early Years Foundation Stage (EYFS) to make profiles of children's development.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.