

# The Crescent Pre School Nursery Ltd

Inspection report for early years provision

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**Unique reference number**

EY387145

**Inspection date**

13/08/2009

**Inspector**

Lynne Milligan

**Setting address**

Crescent Childrens Centre, Pinewood Crescent, STOKE-ON-TRENT, ST3 6HZ

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**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 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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

The Crescent Pre School Nursery was originally registered in 2006 and the management of the setting changed to a charitable non-profit making trust in 2008. The nursery operates from within a children's centre and is based in three rooms, with two enclosed outdoor play areas for the different age groups and a community outdoor play area. The centre runs a variety of courses and drop in support groups for parents, carers and their families, with a crèche that the nursery has access to. All services are housed within a purpose built building with level access throughout, situated in a residential area in Meir, Stoke-on-Trent, Staffordshire. The nursery opens each weekday from 7.30am to 6pm for 50 weeks of the year and the crèche operates varied sessions between the hours of 9am to 3pm. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 78 children may attend the nursery and crèche at any one time.

There is an overall centre manager who is supported by a management team which includes the childcare manager, an outreach family support manager and the head teacher of Crescent Primary School. The centre is supported by a service delivery group which is made up of parents and supporting professionals.

The nursery employs 10 members of staff. Of these, all staff including the manager hold appropriate early years qualifications. The nursery manager is currently undertaking her BA Hons in Early Childhood studies and the centre manager is studying for a Masters in Integrated provision for children and families.

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

Overall the quality of the provision is outstanding. The distinctive family ethos ensures that each individual is valued and nurtured. The very strong emphasis on children's welfare and safety ensures the nursery is inclusive and the partnership with parents is a clear strength. Provision for staff professional development is also excellent and the trust's proactive approach to continuing professional development reflects this commitment right through from cover staff to higher management. Children clearly enjoy coming to the nursery and take full advantage of all the learning activities and experiences provided. The nursery continuously reviews, and reflects upon, its practice and is extremely well-placed to raise standards even higher.

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

To further improve the high quality early years provision the registered person should consider:

- developing further the opportunities for children to write for different purposes, using features of different forms such as lists, instructions and labels.

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

The management of the nursery is excellent. The staff are very aware of their roles and responsibilities and as a result function superbly as a team. They are vigilant, empathic and wholly committed to providing the highest level of care and nurture. The setting has many excellent systems and procedures in place. All documentation relating to the welfare of the children is in place and are regularly updated, with confidentiality highly regarded at all times. Safeguarding procedures are of a very high quality and are implemented very carefully. Recent procedures have been introduced as staff leave personal mobiles in a locked office. Vetting procedures are secure, with staff affirming their continuing suitability. All staff are very well-qualified and experienced and all have a paediatric first aid qualification. Thorough and detailed risk assessments are completed and reviewed regularly, with daily checks carried out to further ensure children are safeguarded and protected.

Outstanding links with parents underpin the versatile nursery provision. Parents are kept fully involved and informed in a variety of ways. These include regular updates on their child's progress, formal meetings, newsletters, questionnaires, very informative notice boards as well as parent forums. Changes to their current practice have identified and provided key groups, such as absent fathers and step families, with resources, advice and drop-in sessions to help children reaffirm their relations with familiar adults. The setting consistently and positively reviews all aspects of its provision and evaluates a variety of trends and acts immediately on their findings. Both staff, parents and children are involved in this process, ensuring the setting meets the needs of its community, further providing a proactive and holistic approach to inclusion. Management and staff recognise that there is scope to develop practice, for example, through providing additional resources in key areas to promote literacy and are committed to developing it further. Extremely close links with the local schools and with a wide range of agencies and professionals both off site and in-house ensure that families and their children are fully included, valued and respected.

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

Children of all ages are happy and settled and the nursery clearly provides considerable attention to children's welfare. The quality and standards in all aspects are outstanding. The well sized outdoor learning area is inviting and creative and provides children with an exciting range of resources that are exceptionally utilised. Large scale climbing apparatus provides the children with much scope for very safe physical development and challenge. Raised beds allow children to grow, tender and harvest fresh fruit and vegetables, with compost bins to recycle waste, helping children to develop their understanding of their environment. A purpose built stage encourages development of rhythm and rhyme as children take to the arena to act out their favourite pop stars, play instruments or to relax in the shade after their performance. Children move with ease around the space, collecting resources as they clearly think about what they may need in

order to continue their play. They collect buckets and fill them with sand, understanding concepts, such as measure and space. Staff encourage children to investigate as they dig wet sand out of the tube. Children's curiosity is fuelled as staff skilfully ask open questions in order to help them understand how dry sand can become wet and why these changes occur. The interior accommodation is also very welcoming and attractive. Rooms are extremely well-organised to provide areas for all age groups and a range of activities whilst not compromising the open plan focus, which means that all children can move from indoors to out with ease and independence. Key areas are well-resourced as staff have thought carefully about what interests children. In addition, consultation with the children allows them to change areas that suit their developmental needs, thus extending and stimulating their play experiences.

The nursery also achieves a very good balance between child-led learning and adult-initiated activities. Their skilled approach promotes non-intrusive play that inspires children to become flexible thinkers as they make sense of what may happen next through their everyday play. Children therefore become curious, they investigate, take risks and become absorbed in a world of adventure. The recording and assessment of each individual's progress in the six areas of learning is exemplary and each child benefits from having his or her own comprehensive development file, which includes a record of possible lines of development that are reviewed on a regular basis. Together with formal observations these arrangements ensure that each member of staff not only 'knows' the children but also has a clear picture of their progress to date. In addition, staff observe children's patterns of linked behaviours known as schemas, which opens up the possibility of matching the most compelling interests of the child with provision for learning. This holistic approach further reinforces the setting's excellent knowledge and implementation of the curriculum and their planning which revolves around key areas of focus. As a result information is detailed, flexible and responsive to the interests, needs and learning styles of every child.

Effective practice is extended to everyday routines as staff encourage children to be as independent as possible and know the importance of personal hygiene and healthy eating. Mealtimes are relaxed and sociable, with staff being very attentive to every child's needs. Excellent procedures are followed at all times and staff exercise successful practice through good hygiene. Children select their own fruit, with babies exploring taste, texture and colour whilst enjoying the fresh produce. Children of all ages develop a strong sense of companionship as they forge firm friendships through close interactions with staff and their peers. Staff are consistent and extremely caring in their approach to behaviour management. As a result, children are fulfilled, stimulated and responsive, showing care and consideration for others.

## 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>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

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

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
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

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met