

# Crestwood Community Preschool

Inspection report for early years provision

---

**Unique reference number** 109941  
**Inspection date** 25/11/2009  
**Inspector** Diane Wilkinson

**Setting address** Shakespeare Road, Eastleigh, Hampshire, SO50 4FZ

**Telephone number** 07957 790317  
**Email** barrett34@ntlworld.com  
**Type of setting** Childcare on non-domestic premises

---

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates 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 08456 404040, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Crestwood Preschool has been open since 1986 and is managed by a committee. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It serves the local community and moved to new accommodation six months ago. It operates from a room with full facilities including disabled access and a secure outdoor play area within Crestwood School in Shakespeare Road, Boyatt Wood, Eastleigh.

A maximum of 26 children may attend at any one time and the pre-school also supports children with special educational needs and/or disabilities or children who speak English as an additional language. There are five morning sessions from Monday to Friday 9.30am to 12.00pm and four afternoon sessions Monday, Wednesday, Thursday and Friday 12.30pm to 3.00pm. There are 10 members of staff, five of whom hold qualifications to National Vocational Qualification at Level 3 in early years and one who is training at present. There are currently 74 children on roll of whom 50 are in the Early Years Foundation Stage age group; eight have special educational needs and/or disabilities or speak English as an additional language. There is a training programme in place to update and enhance staff skills. The group have a rota of parent helpers and support student childcare placements. They liaise with local schools, the Pre-school Learning Alliance and the local children's centre.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

In this exceptionally caring and highly stimulating environment children thrive and make rapid gains in their learning and development, including those who have special educational needs and/or disabilities. Excellent leadership and management, exceptionally good teamwork and outstanding relationships with parents have ensured that the needs of children are at the heart of all this very popular pre-school's work. The very skilled staff organise and monitor children's activities extremely well so that their progress is outstanding in all areas of learning. Staff continually reflect on the quality of provision and how it can be improved and consequently there is an excellent capacity to improve further.

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

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

- ensure that the outdoor area is developed so that children have access to a broad range of physical activities in inclement weather.

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

The manager is a very experienced and skilled leader who is exceptionally good at working with staff, parents and other agencies to support children's learning. Children benefit greatly from the excellent teamwork which results in a consistent approach. Parents are extremely appreciative of all the pre-school provides and receive excellent information on their child's progress. They value the way in which they contribute to their learning. Links with the local children's centre, other settings and schools support children considerably. This helps to ensure a coherent approach to children's learning and excellent arrangements for transferring to school. The provision for children with specific needs or disabilities is exceptionally well led and managed so that these children can take full advantage of all the pre-school has to offer. This is evident in the way that all children learn the sign language Makaton so they can communicate well with children who find it difficult to understand. This, together with the excellent attention given to each child's needs, results in the equality of opportunity being outstanding.

Arrangements for the safeguarding of children are excellent, with staff vetting arrangements, risk assessments and daily health and safety checks rigorously carried out. In this, staff of the school where the pre-school is based and committee members provide excellent support. The pre-school fully complies with the requirements of the Early Years and Childcare Registers.

Amongst the staff and management committee, there is an excellent culture of reflection so that developments are continually monitored and assessed. As a result, all the recommendations made at the last inspection have been successfully addressed. Children and their parents' views are fully considered, especially so concerning the move to the new accommodation. Staff gave excellent consideration as to how to deploy resources there to support learning, regularly consulting the children about this and changing things when they respond, 'I don't like how this is now'.

## **The quality and standards of the early years provision and outcomes for children**

The outstanding records of children's learning journeys and the very reflective evaluations staff complete of each week's activities provide excellent information, so planning for the next steps in learning is especially good. These records are readily available to parents, helping them to feel fully involved in their child's development. Each child's key worker takes responsibility for monitoring how well they are doing. The excellent team work ensures that all staff are well aware of the level at which each child is working so they can provide exceptionally good support. Staff are extremely skilled at planning to cover a range of areas of learning in each activity. For example, children discover things to play with in the sand and water, but also love looking for the numbers or letters hidden there and saying their names. Singing at circle times is greatly enjoyed and helps children to learn that one less than five is four. Children are very enthusiastic about role play

in settings, such as 'the doctor's surgery', or acting out the story of 'Jack and the Beanstalk' with small toys. There is an outstanding emphasis on children finding out things for themselves. For example, one of the younger children was greatly delighted to discover that she could make orange by printing yellow over red. Staff are very skilled at asking pertinent questions to move children on in their thinking, for example 'Why do you think this one floats and that one doesn't?' Challenging and interesting activities, such as these help children to make excellent progress across all areas of learning.

Very good attention is given to ensuring that children play safely and handle tools correctly. They feel very happy and secure at pre-school, confident that adults will look out for them and fully enjoying their activities, often becoming engrossed in them. Older children are especially good at looking after the younger ones and showing them the routines. Children's awareness of how to keep healthy develops well. For example, they know they should provide fruit and vegetables to eat when role playing. Regular exercise is promoted well including in outdoor activities. However, staff recognise that lack of a covered area limits the kind of activities that can be offered in inclement weather although plans are in hand to address this.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	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 B: the Childcare Register**

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

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