

# Crudwell Pre-school

Inspection report for early years provision

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**Unique reference number** 199436  
**Inspection date** 05/02/2010  
**Inspector** Linda Janet Witts

**Setting address** Crudwell Village Hall, Crudwell, Malmesbury, Wiltshire,  
SN16 9HB

**Telephone number** 01666 577764

**Email**

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

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## 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*.

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## Description of the setting

Crudwell Pre-School has operated since 1974 and under this registration since 1992. The group is registered on the Early Years Register and is registered to accept up to 24 children aged from two years to the end of the early years age group. There are currently 23 children on roll of whom 16 are in receipt of nursery education grant funding.

The pre-school group is managed by a voluntary committee of parents and operates from Crudwell Village Hall. Crudwell is a village between Cirencester and Chippenham, Wiltshire. The group uses the main hall, kitchen, toilet facilities and an enclosed outdoor play area. The premises has disabled access and disabled toilet facilities.

The group opens on Mondays, Wednesdays and Fridays between 9.15am and 2.45pm, each week during school term times. On Mondays and Wednesdays there is an option for children to stay until 3pm.

The committee employs a leader, deputy and assistant who all hold Level 3 qualifications in child care. An additional two members of staff are employed as support staff and provide extra assistance and cover absence of other staff. The pre-school also receives local authority teacher support.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The enthusiastic pre-school practitioners recognise the uniqueness of each child that attends and work to ensure that children are nurtured in their care, learning and play. They safeguard children's welfare effectively. The pre-school has a highly positive relationship with parents and carers. Partnerships are developing with the other settings involved in children's care. The pre-school staff reflect on their practice and have an accurate understanding of the strengths and weaknesses in the provision and take effective steps to improve it.

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

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that all committee members submit to suitability checks (Suitability of adults) 19/02/2010

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

- extend risk assessment to include all potential risks and ensure that staff are all aware of the potential risks and take action to minimise.

- explore different ways to get parents to contribute to children's progress records.

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

Children's welfare is safeguarded through implementation of effective policies and procedures. All staff are suitably vetted and their ongoing suitability assured. However, not all committee members have submitted to suitability checks. Staff are trained in child protection and understand the importance of their safeguarding role. They are vigilant in their supervision of the children to keep them safe. Records of risk assessments are in place, however they lack some detail and on occasion staff overlook potential hazards. Good hygiene practice is followed to minimise the risk of cross-infection and to help children to develop good personal hygiene. Healthy snacks are offered and children bring their own lunches.

The hall is transformed each day into a stimulating and welcoming environment. Display boards with attractive displays of children's art work, photographs of children's activities, posters and information are used successfully to divide the hall into areas for different types of play. There are some positive images to reflect the diversity of the wider world such as art work produced during celebrations of cultural festivals, such as Diwali and Chinese New Year, books and small world resources. Many of the resources available to children are stored at an accessible height and this offers children the ability to select them for themselves. The outdoor area can be accessed directly from the hall and is well used as an integral part of the learning environment.

The pre-school practitioners are all enthusiastic in their work and instinctively know when to be actively involved in children's play and when to stand back and let them play freely. They have embraced the Early Years Foundation Stage (EYFS) and demonstrate a good knowledge and understanding of the welfare and learning requirements. An effective key person system is implemented. Staff know the children in their care well and plan activities that build upon children's interests. They happily adapt their approach to take account of children's different learning styles. For example, they currently have a high number of active boys in attendance and have worked hard to encourage mark-making and creativity by extending the range of indoor and outdoor opportunities. Each area of learning within the EYFS receives sufficient attention and as a result children's skills for the future are promoted. Mostly short observations are made of the children at various activities and those recorded are added to children's 'learning journey' files, along with a few examples of children's work and photographs. The practitioners are beginning to link their observations to aspects of children's learning. They make assessments of what stage children are at in order to plan next steps in their learning to help them to progress. They have developed a form to help them to monitor coverage of each area of learning for each child.

Parents spoken to as part of the inspection praised all aspects of the provision. They are impressed with the support their children receive from staff, the range of activities and feel well informed about their children's progress and the provision.

Staff have initiated a system to encourage parents to contribute to children's progress records but to date this has not had a successful outcome. The group has good links with the local school and encourages the use of contact books to share information with other settings children attend.

The committee supports staff so that they can access training for their own personal development and to benefit the pre-school provision. Team work is fostered impressively. Each member of staff is clear of their role and responsibilities. The pre-school leader works with the committee and staff to evaluate the provision. They also seek feedback from parents. They understand the importance of commitment to continued improvement and strive to provide high quality care and education.

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

The children attending enjoy their time at pre-school. Children new to the setting receive sensitive support from the adults caring for them and settle quickly. Children of all ages relate well to adults and their peers. They learn to show kindness and consideration to others and also learn behavioural expectations and good manners from an early age. The children are motivated and interested in the broad range of activities and experiences offered to them. They make good progress towards the early learning goals of the EYFS. Children are familiar with the pre-school routine and make choices in their play. They can access resources stored at low level and extend activities using their own ideas.

Children gain confidence in their communication skills. Many articulate their ideas and experiences and children are encouraged to play an active part in group activities. Routine activities such as singing the 'welcome song', rhymes, games and additional adult support assist those who need help in this aspect of their learning. Children can access books and audio stories. A writing area is set up so that children can access writing materials. They take turns to 'take the register': children sit with clip boards during registration and make marks to indicate children's attendance and also 'sign' a sheet when they choose to have their snack. They make marks with chalks, in paint, gloop, snow and other substances.

Children relish opportunities to play outdoors. Here they practise their physical skills, such as kicking footballs to others, racing one another on scooters and sit and ride toys, climbing and running. They play together digging in the trays of soil or rice, can chalk at an easel, watch activity at the bird feeders, make sounds using the line of hanging saucepans and learn to recognise the numerals that feature on many pieces of equipment and on the side of the storage shed. Gardening activities enable children to grow produce that they can later prepare and eat and gain an awareness of healthy foods. They show awe and wonder when they get up close to spiders and butterflies they find.

Indoors the children engage in role play based on their own first-hand and imagined experiences. For example, they prepare and serve 'food', utilising the home corner equipment and food props, making sure that their 'guests' enjoy their

meal. They also 'bake', filling tins with sand, discussing required quantities and talking through their actions as they transfer the 'mixture' between containers. Children like to paint and enjoy the sensory experience of applying the paint with their hands. They are introduced to different painting and craft techniques. Science activities encourage problem-solving, investigation, and knowledge and understanding of the world. Children also have good opportunities to use information and communication technology. They use the computer with confidence and play games with the group's programmable 'Bee-Bot'.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

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

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

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

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