

# The Crescent Pre-school

Inspection report for early years provision

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**Unique reference number**

EY401146

**Inspection date**

25/02/2010

**Inspector**

Anne Mitchell

**Setting address**

Crescent Primary School, Toynbee Road, EASTLEIGH,  
Hampshire, SO50 9DH

**Telephone number**

02380 620300

**Email**

**Type of setting**

Childcare on non-domestic premises

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

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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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*.

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**

The Crescent Pre-school was registered under new management in 2009. It operates from an accessible building with ramps, in the grounds of Crescent Primary School in Eastleigh, Hampshire. A fully enclosed outdoor area is available for outside play.

Crescent Pre-school is registered on the Early Years Register, as well as on the compulsory and voluntary parts of the Childcare Register. Opening times are from Monday to Friday from 9am to 12 noon and from 12.30pm to 3.30pm with an optional lunch session from 12 noon until 12.30pm during term times.

A maximum of 24 children under eight years may attend the setting at any one time. There are currently a total of 57 children on roll. Of these, 47 are in receipt of funding for nursery education. The pre-school supports children with special educational needs and/or disabilities.

There are eight members of staff who work directly with the children. Of these, seven hold relevant early years qualifications and one is working towards a qualification.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are making good progress towards the early learning goals. Their individual needs are met by staff who know them well through discussion with parents and initial information forms. Systems to monitor the provision to ensure continued improvement are effective and the strong staff team are committed to continued improvement.

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

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

- ensure observations and assessments are completed consistently for all children
- ensure there is an effective balance of child initiated and adult-led activities to foster active learning throughout the day.

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

The systems for protecting children from harm and neglect are successful. Children are cared for in a secure premises with a good level of supervision. Staff have attended training in child protection and have a good knowledge and understanding of the procedures to follow in the event of any concerns being

noted. Staff complete rigorous risk assessments both inside and out to ensure children can play safely. Effective recruitment and vetting procedures are followed to ensure that all adults are suitable to care for children.

Children learn to treat each other with respect following good role models in the staff team. Posters, displayed photographs and resources provide positive images of cultural diversity and disability. A broad range of policies and procedures support the day to day running of the group and all sensitive documentation is held securely to maintain confidentiality.

Children have access to a variety of good quality resources, stored at low level to ensure they have clear choices in their play. Tools and equipment, such as a child-friendly computer mouse, easy grip markers and a range of scissors have been selected to enable younger and less able children to fully participate in all activities. Staff are well deployed to ensure children are effectively supported both inside and out. Staff also enable independent play to promote children's self-esteem.

Systems to monitor and assess the provision are effective because staff and management work in close collaboration with the local Sure Start centre and other local pre-schools to share training and expertise. An external annual review is completed and the pre-school is well supported by the local authority. Staff meetings are held regularly to share skills and cascade training. The staff team work well together to promote positive outcomes for children and are committed to their personal and professional development through ongoing training.

The manager makes contact with other pre-school settings that children may also attend by telephone each term. There is close liaison with parents and other professionals to meet the needs of children with language and communication problems. Partnership with parents and carers is good. Parents are provided with clear information about the setting through the prospectus booklet, which includes safeguarding policies and the complaints procedure. Staff meet regularly with parents to discuss children's individual progress and there is a good settling in policy. In discussion, parents state they are happy with the provision and have seen improvements in their children's confidence.

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

Children demonstrate high levels of confidence and independence and have good relationships with adults and their peers. Children work together to carry a big puzzle to the mat to complete. Then, together, they take it back to put it away. They talk about how they will complete the puzzle. 'Look, it's a car. You find the wheels'. Children sit at the play dough table and select a range of tools to cut and mould the dough. An adult counts dough 'cakes' up to five, getting the numbers wrong. The children laugh and say 'No! We'll help you do it right!' They count accurately to five, then start making more cakes, counting up to 19 with confidence. Staff encourage children to think for themselves. Children call 'Fire, fire!' as they dress up as fire officers. A member of staff asks 'What should we do if

we find a fire? Who should we call?' A child says 'We need to call the fire brigade' another says, 'Call 999!' Staff engage children well in discussion and play that interests them. They sit with individuals or small groups of children to read stories together. They are skilled at providing support as necessary, or standing back and allowing independent play.

Children learn mathematical language, such as bigger and smaller, on simple computer programmes. The well designed mouse enables children of all ages to operate the computer with increasing confidence. Children have access throughout the day to a writing area. Here they can select paper and a variety of mark making resources to write and draw. A child draws her daddy. She points to the lines on the figures face and says 'Look, these are his whiskers!' There are good opportunities for mark making outside too. They use chalk to mark out the road for bikes to follow, as well as practising emergent writing on the ground. Lots of labelling around the room, some in dual language, promotes children's understanding that words carry meaning. Children play with enthusiasm, fully focussed on their chosen tasks.

Children are free to play outside throughout the day. They use bikes and pedal with increasing confidence and steer accurately around the outside area, stopping with generally good control. They use their imaginations well, selecting dressing up clothes. They line up chairs, telling an adult 'We're sitting in our carriage'. Boys as well as girls admire themselves proudly in the mirror as they wear ballet dresses and leotards. Staff are encouraging and supportive, without being judgemental.

The quality of planning for individuals, observation and assessment is good. Parents provide information about children's favourite games, stories, foods and starting points. Children's individual ideas and preferences are recorded and used to plan activities for the following week. Staff currently complete regular observations on children, ensuring that each child is observed for a whole session each term. Records of children's development are shared with parents who are encouraged to contribute to these records. Some records hold more information than others, so recording is not yet fully consistent for all children. Records of development ensure all areas of learning are covered and where a gap exists, staff plan activities and play to cover it. The pre-school provides continuous provision, allowing children to move freely between indoors and out, choosing from a broad range of activities. However, although there are some adult planned activities, the balance tends to be more towards child led play. Consequently, some children who attend all day become less focussed and more easily distracted in the afternoon session.

Children feel safe in the pre-school as the premises and garden are secure. Adults remind children about staying safe through regular reinforcement. In the garden, they talk about road safety as the children follow the chalk drawn road. Inside, they are reminded about the safe use of scissors. Children's health and welfare is effectively promoted because they follow good hygiene routines. Children are encouraged to use tissues to blow their nose and dispose of them properly. They are encouraged to wash their hands before snack and after using the toilet. An adult asks 'Why are you washing your hands?' The child replies, 'If you don't wash your hands your food might taste yucky'. There are good opportunities for children

to enjoy fresh air and exercise as they use the outdoor area on a daily basis and throughout the session.

Children behave well and staff encourage this well through positive role modelling and a consistent approach. Clear explanation is provided by staff about behaviour issues, although they sometimes stand back to allow children to resolve their own differences. Staff are polite and well mannered and children follow their example well. They are gently reminded about saying 'please' and 'thank you'. Children are happy to participate with enthusiasm at 'tidy up' time and help and support each other. The use of a large egg timer helps children develop the concept of sharing and they are good at taking turns.

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

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