



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 109941

DfES Number: 518124

### INSPECTION DETAILS

Inspection Date 30/03/2004  
Inspector Name Amanda Shedden

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Crestwood Community Preschool  
Setting Address Shakespeare Road  
Eastleigh  
Hampshire  
SO50 4FZ

### REGISTERED PROVIDER DETAILS

Name The Committee of Crestwood Preschool

### ORGANISATION DETAILS

Name Crestwood Preschool  
Address Shakespeare Road  
Eastleigh  
Hampshire  
SO50 4FZ

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Crestwood Preschool has been open since 1986. It operates from the community hall within Crestwood School in Shakespeare Road, Boyatt Wood Eastleigh. The group have the use of the hall, kitchen, and toilets. There is a choice of two enclosed hard surface outdoor areas. This is a committee run group. Children who attend with special needs or for whom English is a second language are supported in the group. It is the policy of the group to take children from two years nine months. There are five morning sessions from Monday- Friday 09:30-12:00 and four afternoon sessions Monday, Wednesday, Thursday and Friday 12:30-15:00.

The supervisor is Mrs. C. Reason and the deputy Mrs. R. Groves. There are seven further team members. Three childcare staff hold the Diploma in Preschool Practice qualification. 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, Preschool Learning Alliance and the Eastleigh Family Nursery.

### How good is the Day Care?

Crestwood Preschool provides good care for children.

Staff are well qualified and deployed effectively to meet children's needs. Staff ensure the environment is warm, welcoming and inviting for children and parents. Staff organise space well to meet children's needs and use a wide range of resources to provide a stimulating environment. Full and detailed documentation is well organised and securely stored.

Staff ensure a safe and secure environment for the children. They are aware of potential hazards and procedures are in place to reduce risks. Many staff hold a first aid qualification. They are active in promoting good health and hygiene within the preschool. Staff ensure healthy snacks are provided for the children in line with parents wishes. Staff have a good understanding of children's individual needs, valuing and respecting differences and providing appropriate support. The staff have

a positive attitude to the care of children with special needs. Staff have a basic understanding of child protection issues and are aware of the importance of confidentiality, however the written complaints procedure for parents does not identify Ofsted as the registering authority or provide contact details.

Staff plan a stimulating range of activities which helps children to develop in all areas of learning. Staff ensure good interaction with children, responding to their interests and praising and encouraging them. Staff use positive behaviour management techniques, provide positive role models and help children to learn right from wrong.

Staff ensure a good information exchange with parents to identify and meet children's individual needs. They are very friendly and welcoming, treating every child as an individual, providing a calm and relaxed atmosphere in which children can thrive.

#### **What has improved since the last inspection?**

Not applicable

#### **What is being done well?**

- Staff plan a wide range of planned activities and free play opportunities to enable children to develop in all areas.
- Children with special needs are well supported within the preschool. Staff adapt and create materials to ensure all children can take part in the activities of the day.
- Staff make every effort to ensure that parents are fully aware of the responsibilities and activities of the preschool and informed of their child's progress.
- Staff encourage children's good behaviour in a positive and supportive manner.

#### **What needs to be improved?**

- the procedures to give Ofsted contact information to parents
- staff training in child protection issues.

#### **Outcome of the inspection**

Good

## CONDITIONS OF REGISTRATION

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

## WHAT NEEDS TO BE DONE NEXT?

**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
12	ensure parents are aware of the contact details of Ofsted.
13	increase staff knowledge of child protection.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Crestwood Preschool provides generally good nursery education. Children are making generally good progress towards the early learning goals through a range of interesting activities.

The quality of teaching is generally good. The staff know the children well and are effective in building the children's confidence and self-esteem. Staff's knowledge of the stepping stones enables them to plan an interesting curriculum. The assessments on the children are used to inform planning but plans are not extended to allow the more able children to progress. Staff listen and respond to what the children say and question them appropriately. They are good role models themselves, they talk quietly and clearly to the children and when instructions are given the children listen and respond positively. Staff organise space well and children can access the good quality resources out that day. Staff offer good support for children with special needs or for whom English is a second language. They are secure in their understanding of the Code of Practise and they work with other agencies to ensure that the children are included in the activities and routines of the day.

Leadership and management is generally good. The staff are committed to the care and education of the children. The committee and the staff work well as a team and clear communication allows them to provide a stimulating and well balanced programme. Systems are in place to monitor and evaluate staff and training is actively encouraged.

Partnership with parents and carers is very good. Staff provide a warm and welcoming environment which promotes effective two way communication between themselves and the parents. Parents are clearly informed about the learning programme through newsletters, the parent notice board and by talking to the staff.

### What is being done well?

- Children are actively involved in their learning. They are curious and enjoy investigating and exploring and using the wide range of resources.
- Children's personal social and emotional development is very good. Children are confident, sociable and have caring relationships with each other and staff.
- The staff use effective open ended questioning and encourage the children to share what they know. They provide a stimulating environment enabling the children to learn across all areas.
- The partnership with parents is very good and contributes to children's progress towards the early learning goals. Parents are well informed about

the Foundation Stage and the preschool's activities and routines. Parents have ongoing information about their child's progress through discussions with their child's key worker, and termly reports.

**What needs to be improved?**

- the opportunities for children to recognise letters of the alphabet and associate them with sounds of letters
- the opportunities for children to gain an understanding of calculating, or combining two numbers and solving practical problems
- the opportunities for the more able children to progress.

**What has improved since the last inspection?**

Very good progress has been made since the last inspection. Group work times have been introduced to enable staff to work with small groups with age or stage appropriate activities.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children develop good relationships with adults and other children in the playgroup. They learn to co-operate and work well together, for example when sharing the resources in the home corner, creating a marble run and in the sand and water trays. They are actively involved in their learning. They are confident, work well independently, take the initiative and show high levels of concentration.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

The children handle books well, knowing that text conveys a message and that it is read from left to right. They listen attentively to stories read to them and most are confident in taking part in discussions. Children's spoken language is developing well. They learn to negotiate well and to express their real and imagined experiences during conversations or role play situations. Children are not given opportunities to recognise letters of the alphabet or associate them with sounds of letters.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children recognise and count numbers and objects to 10. They play a variety of games that reinforce their understanding. Children are learning to use correct mathematical language for simple shapes and can create patterns. Children have few opportunities to calculate or compare numbers.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children demonstrate excellent cutting and joining skills. They use appropriate materials and tools competently. They enjoy constructing with a variety of resources, wooden blocks, marble runs and junk modelling. Children are confident in using programmable toys including tape recorders and mini computers. Children learn about the world around them through a range of topics which include practical activities such as cooking and dressing up.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children demonstrate a good use of space and move confidently during physical activities. They have opportunities to climb, pedal and balance using a range of challenging equipment. The children are skilled at using a variety of tools and equipment; they frequently use paper, recycled materials, scissors and glue for cutting and joining.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children enjoy daily art and craft activities where they are able to choose their own materials to create models and pictures. Children respond with all their senses to many experiences, such as smelling the chocolate or touching the gloop. Children enjoy singing simple songs and nursery rhymes from memory, and perform the actions that go with them.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- use the information gained from children assessments to further extend the planning so that the activities are focused correctly enabling each child to progress further
- increase the opportunities for children to recognise letters of the alphabet and associate them with sounds of letters
- develop further opportunities for children to gain an understanding of calculating, and combining two numbers and solving practical problems.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*