



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 316401

DfES Number: 534579

INSPECTION DETAILS

Inspection Date	05/12/2003
Inspector Name	Jane Pamela Berry

SETTING DETAILS

Day Care Type	Sessional Day Care, Creche Day Care
Setting Name	Crimble Croft Pre-School
Setting Address	Aspinall Street Heywood Lancashire OL10 4HW

REGISTERED PROVIDER DETAILS

Name	The Committee of Crimble Croft Management Committee
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ORGANISATION DETAILS

Name	Crimble Croft Management Committee
Address	Crimble Croft Community Centre Aspinall Street Heywood Lancs. OL11 4HL

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

Crimble Croft Pre School and Crèche facility has been registered since 1997. It operates within the Crimble Croft Community Centre in Heywood, Rochdale. The provision is situated in close proximity to Heywood town centre.

The crèche facility for children under two years of age is available within the pre-school and is intended for parents attending adult education sessions on site. The group is currently registered for 30 children under five years of age, of whom only twelve children attending the crèche may be under two. Overnight care is not provided. There is a large outdoor play area to the rear of the property.

The provision has close links with Sure Start and the Early Years partnership.

How good is the Day Care?

Crimble Croft Pre-School and Crèche offers good quality care for all children. The provision is well organised and planning for children of all ages is very good. Crimble Croft is welcoming and maintained to a high standard of cleanliness and safety. A stimulating environment is created and a respect for children's own creativity is evident. Staff know and support children well, they are interested in children's achievements and support their learning appropriately. Personal attention and continuity of care is promoted. A few minor issues were raised, however a safe and secure environment is provided. Children are encouraged to explore and they make good progress as they participate in a broad and balanced range of activities, E.g. Children pretend to go on a bear hunt using torches learning about light, dark and shadows in the tent. There is a strong emphasis on promoting children's growing independence throughout the provision. Children are valued and respected as individuals and are encouraged to show care and concern for others. A developmentally appropriate curriculum is promoted, E.g. children to use their bodies to move in different ways to music, pretending to be animals in the jungle. Good use is made of natural, open ended materials to encourage children's imagination. The provision promotes inclusion and children with special needs and children for whom English is a second language attend the setting. Records of

children's progress are well maintained and these are routinely shared with parents. Parents are encouraged to contribute information about their child's individual needs. Parents are well informed about the daily routines and what children have been interested in throughout the session. They have access to comprehensive written policies and procedures. Good relationships are established between the staff, management and parents, who all work cohesively as a team to ensure children reach their maximum potential.

What has improved since the last inspection?

At the last inspection the provider was asked to update the complaint's procedure to include Ofsted's contact details and to carry out a fire drill whilst the crèche is operational all of these have been completed to date, ensuring children's safety and updating parents on changes in procedure. The parents information booklet has yet to be updated to reflect these changes.

What is being done well?

- The environment is well organised to meet the individual needs of the children in attendance, particular attention is paid to create a welcoming and stimulating environment for the children and their families.
- Children have excellent opportunities to undertake a wide range of activities both indoors and outside.
- Staff are knowledgeable about the children in their care, they adapt planned activities and daily routines to meet the needs of all children.
- Children are encouraged to show care and concern for others.
- Parents are made to feel welcome and are well informed about the activities.
- Staff and management work effectively as a team and communication is very good.
- Staff interact well with children, they are kind and offer support and encouragement to children who require additional support.
- Good opportunities for children to develop social skills are provided.
- Opportunities for children to access sensory materials are provided.
- Children receive personal attention and support from dedicated staff who know and understand them well.

An aspect of outstanding practice:

Children have many opportunities to develop their communication, creativity, expression and independence, they select resources of their own personal choice and explore paint, dough, clay, sand, water, natural and man-made materials with enthusiasm and obvious enjoyment. Children make marks and draw with a range of tools creatively, using their imagination and physical dexterity. They make models and representations for a variety of purposes, for example children play with dough, rolling and cutting it in to shapes, and then baking it in a pretend oven, making dinner for other children in the home area. They communicate in many different

ways with their peers and the adults who play alongside them as they share their experiences and achievements.(Standard 3, Care, learning and play)

What needs to be improved?

- communication regarding clearances having been obtained
- the security of the outdoor area
- update parents information booklet to include Ofsted's details (revised in policy documents)
- include arrival and departure times in the register for all children.

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
1	Ensure all checks are forwarded to Ofsted
4	Make the outdoor area safe and secure.
12	Include the contact details for Ofsted (the regulatory authority) in the parent's information booklet.
14	Include times of arrival and departure for all children attending.

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

How effective is the nursery education?

Children are making very good progress in all areas of their development.

Teaching is very good. Staff are knowledgeable and understand how children learn. They provide a rich and stimulating environment, with purposeful play opportunities that are well planned. Children have access to quality resources that are representative of different lifestyles. Children with additional needs receive appropriate support and behaviour is well managed.

Staff have access to training and development opportunities and are encouraged to further their personal development. This ensures staff are able to meet the changing needs and offer quality services to families. The provision is well managed and staff receive support and guidance, and assistance is also obtained from the early years partnership advisor and Sure Start. The system currently being piloted for developmental assessment is very effective and informs future planning for all children. This is also a useful tool in sharing information on children's developmental progression with parents and enabling them to make valuable contributions.

What is being done well?

- Staff, parents, and other agencies work well as a team to provide for children's individual needs.
- Teaching and developmental assessment is good, and is used to inform future planning.
- Children have access to a rich and stimulating curriculum, that is well planned and appropriate for children's ages and stages of development.
- Staff have realistic expectations of children's behaviour and support children to achieve their goals.
- The provision is effectively managed and staff access training regularly.
- Children enjoy the activities and their expectations are fulfilled.
- Children are making very good progress in most aspects of their learning
- Children's independence, communication and social skills are fostered well in the setting.
- Children with additional needs are appropriately supported.

What needs to be improved?

- There are no weaknesses, however points for consideration are identified as follows;

- the small group times could be organised to have less than 10 children in a group, to enable the less able children to be more involved.
- the more able children could have independent access to creative materials.
- problem solving and mathematical games could be extended further with children who are more able and use number confidently.

What has improved since the last inspection?

At the last inspection the management were asked to provide training for staff to develop their understanding of the Foundation Stage and early learning goals and to review the methods for teaching letter sounds and the recognition of familiar words, and ways in which opportunities for counting, number recognition and simple problem-solving can be integrated into daily routines and other activities. This has been successfully achieved ensuring children learn through purposeful and meaningful activities, that they enjoy.

The pre-school were also asked to develop a system to monitor that all aspects of each area of learning is included in planning and to monitor children's uptake of activities to ensure that they take part in a balanced programme of activities, and have opportunities to take part in focused small group activities, again this has been achieved with positive outcomes for children.

Records of developmental assessment are kept for all the children and the information is used effectively to plan the next steps in their learning, this ensures children build on what they already know, understand and can do.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children enjoy participating in activities, they are making friendships and are learning right from wrong. Children are gaining independence and many can use the toilet and wash their hands independently. Children make choices and decisions and lead their own play. They are able to take turns and share equipment. They listen and follow simple instructions. They are beginning to show care and concern for others, for example a child made boiled eggs for a member of staff in the home area.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children communicate with adults and their peers well. Children for whom English is a second language are supported to participate fully in curriculum activities. Children are encouraged to make representations on paper, they are learning the letters of the alphabet, through play opportunities that are age and stage appropriate. Children are beginning to write their name and this is actively encouraged. Staff utilise opportunities to introduce print and extend children's language.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are learning about number, shape, pattern, they use open ended play materials that are freely chosen to count, identify shape and colour, and make models. Children are beginning to recognise familiar numbers, and can count up to 10 objects, some are more confident than others. Opportunities could be increased for the more able children in the group, although the pace is satisfactory for most of the children attending the provision, some children could be offered more challenges.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children learn about the world they live in and different families and lifestyles. This aspect is well developed and children benefit from a wide selection of resources and opportunities to extend their experiences. Children investigate and explore materials and they are encouraged to share their experiences with others, this develops their thinking and imagination. Children learn about history, religion, personal safety and the jobs people do in the community through meaningful activities.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children run, jump, hop, skip, climb, throw, catch, push, pull and slide on equipment. They use their bodies in different ways with a growing awareness and increased confidence. Children enjoy physical play both indoors and outside where they have the freedom to use large motor skills. Children cut with scissors and use tools effectively. They manipulate materials and make models out of card and boxes.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children make representations of people and objects. They enjoy free painting at the easel and mark making at the writing area/office. Children use resources to colour, stick, shape and model materials to create their own designs. Children are involved in focussed adult led activities, which could be developed offering children more independence, E.g. access to a creative resource area with open ended outcomes for children and a wider selection of resources that are readily accessible.	
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no key issues identified, however consideration should be given to the following;
- 1. Reduce the number of children in groups at story time.
- 2. Provide a wider selection of creative materials and encourage independent access to the more able children in the group.
- 3. Provide more opportunities for the more able children to add onwards and backwards during play.

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.