

# Creswick Pre-School

Inspection report for early years provision

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EY416035

**Inspection date**

11/07/2011

**Inspector**

Tina Kelly

**Setting address**

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**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**

Creswick Playgroup originally opened over 20 years ago. They were re registered as Creswick Pre-School when they moved to their own purpose built unit in November in 2010. The setting is situated in the grounds of Creswick school and children's centre in Welwyn Garden City. The pre-school is run as a charity and managed by trustees made up of the staff, the head teacher and staff from the main school and nursery. Parents are automatically part of the management committee when their children attend the setting. The pre-school building consists of a large general play space, cloakrooms, disabled toilet, office and kitchen area. The setting has a secure area for outside play, children also use the extensive, secure school grounds. The whole setting is fully accessible

The setting is registered on the early years register to care for a maximum of 28 children in the early years age. They currently have 65 families on roll. The preschool opens from 9am until 11.30am or 12 noon. The afternoon sessions run from 1pm until 3.30pm or 4pm. These times are to fit in around the local nursery and school collection times. The setting operates a lunch club when needed. The setting supports children with special educational needs/ physical disabilities and those with English as an additional language.

The manager is supported by an experienced staff team who hold appropriate early years qualifications. The pre-school is a member of the Pre-school Learning Alliance, they receive support from the Children's centre and local authority early years development team. The setting achieved the Herts Quality Standard accreditation in 2007 and have recently completed re accreditation in 2011.

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

Overall the quality of the provision is outstanding.

Children are making excellent progress in their learning and development. Highly qualified and very experienced staff provide an interesting environment that fully engages all children. Planning is based on the children's individual interests and needs. The group has a very strong commitment to working with parents and other agencies that further supports the children's developing skills. High quality, current and relevant policies and procedures for the smooth running of the setting and the well-being of the children are in place. The setting has well established processes to evaluate their practice to show continued improvement and excellent outcomes for all children.

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

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

- involve children in the practical application of their skills that promote self

esteem, such as, helping at snack time and tidying away resources they have used.

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

Children's health and well-being is promoted to a high level through excellent practice and detailed policies and procedures. Children are safeguarded as the setting has a strong commitment to training in this area. Information from the Local Safeguarding Children Board is readily available to parents who are also well informed of the setting's commitment to protecting children with information in the prospectus. Safeguarding is a regular agenda item at team meetings, this ensures all staff are confident with the procedures. Comprehensive risk assessments and daily check lists are in place to identify and minimise any risks to children.

The well-qualified staff team have an excellent understanding of how young children learn. They are highly skilled in making observations, recording the children's achievements and planning for the next steps in their learning. A key strength for the children is the exceptional relationship the setting has with the parents and extended families. The home visits, comprehensive settling in process and the initial child profile enables the group to build on the children's previous experiences and identify their developing skills. Parents and carers are involved in decision making in key matters affecting the group. Their views were sought throughout the transition to the new building. They continue to have an influence in many aspects of the day-to-day running of the setting through questionnaires and ongoing discussions with the staff team and their children's key workers. Parents and carers are kept well informed about their children's achievements. The setting provides tailored guidance and information about precise ways that parents can support their children's learning at home. Regular newsletters ensure parents are familiar with the daily issues at the group. The pre-school has greatly benefited from new toys and recourse that have been bought with money raised at very popular fundraising events, such as, the school fete and sponsored toddle.

The setting has very strong links with the onsite nursery, school and children's centre. They welcome teachers to visit from other early years settings so they are aware of the many varied and exciting experiences the children take part in whilst at pre-school. This ensures children are confident as they make the transition to new settings. The pre-school has made excellent links with other early years services. Parents are informed of the many support mechanisms that can be provided both within the pre-school and with external agencies. The designated special educational needs co-ordinator(Senco)ensures that children with special educational needs and/or disabilities are extremely well supported. The setting works well with support agencies to ensure an inclusive setting where all children can play and learn as they are involved in all the activities and events. Children who have English as an additional language or have speech delay greatly benefit from staff using the Makaton communication system. Staff have attended the Every Child a Talker (ECaT) scheme that aims to promote language and conversational skills. When staff attend specific training they share the handouts and information with parents so children are supported both in the setting and at

home.

Having previously attained the Herts Quality Standard under the previous registration the pre-school has worked extremely hard towards re-accreditation this year. A strong commitment to training, excellent staff support and regular cluster meetings with other pre-school settings have enabled them to consistently evaluate their practice and identify areas to be developed. Staff are enthusiastic and they have a strong sense of responsibility to the setting. They are involved in very effective systems to evaluate their overall practice. The setting uses strategies within the Herts Quality Standard review and the Ofsted online self evaluation process to identify the areas to be developed and to recognise the excellent practice that is already taking place.

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

Children are cared for in an exciting, welcoming and exceptionally well resourced setting. The new building provides an excellent environment for children to play and learn. The staff team have worked extremely hard to ensure an extensive selection of very good quality resources is readily available for all children. The new premises provides impressive outside play provision that is exceptionally well resourced. Children show great pleasure as they take part in imaginative play with the carpentry sets and large wooden play blocks. They co-operate and negotiate as they hammer and drill the large blocks into walk ways, ramps and bridges. Staff are very well deployed and manage the sometimes robust, physical play with great skill. Having attended training on how to promote different aspects of boy's play, they ensure fair play and encourage all children to take part.

Children learn about a healthy lifestyle through every day routines. Staff talk to the children at snack times about foods that are good for you. Themes and topics through the year support their learning. Parents provide the fruit, vegetables and healthy foods for the mid session snack. Staff set the tables and prepare the fruits in the kitchen. Children's practical skills are not fully extended at this time as they have little opportunity to prepare and serve the snack. Their understanding of the different foods and how they can be shared, cut and sliced is not fully extended. Children are not fully involved in putting away toys as they finish with them which means they are not taking responsibility for their own actions.

The children's learning journeys show through photographs, art work and observations that they all take part in a wide range of well planned and prepared activities. Children's skills are assessed as they come into the setting. Detailed notes on individual children's next steps ensure all aspects of their learning are identified and extended. This process is very effective in supporting children with additional needs. Children play a dynamic role in their own learning, they respond to challenge with great enthusiasm. They show high levels of curiosity and are beginning to concentrate and complete simple tasks. Children understand the boundaries that have been set for them. They are developing an understanding of how to keep themselves safe. Children demonstrate exceptionally good behaviour and are beginning to understand how their play impacts on others nearby. Staff

are excellent role models, they are kind and calm. They talk to the children and play alongside them to ensure they are aware of what is expected of them.

The play room is set up based on areas of learning. Children's imaginative play is highly developed in the home corner and the various play areas in the garden. The setting introduces children to the sounds of letters with the use of phonics. This prepares them for future learning in the local schools. The older children are very confident and recognise numbers and sounds as staff use excellent resources to promote their early learning skills. Their experiences transfer to the computer and the lap top where they can display their own work on the interactive white board. Children feel safe within the setting, staff know the children extremely well and extend their learning at every opportunity. Children are learning good social skills and have many excellent learning opportunities which prepare them well for future learning and new experiences.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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

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### 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

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