

Crimble Croft Pre-School

Inspection report for early years provision

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Inspector

Catherine Curl

Setting address

Aspinall Street, Heywood, Lancashire, OL10 4HW

Telephone number

01706 620 340

Email

crimblecroft@hotmail.com

Type of setting

Childcare - Non-Domestic

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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

Crimble Croft Pre-School opened in 1997. It operates from a large hall within the Crimble Croft Community Centre in Heywood, Rochdale. It is situated in close proximity to Heywood town centre. A maximum of 40 children may attend at any one time. The pre-school is open each weekday from 8.30am to 3.30pm term time only. Children attend for a variety of part-time and full-time sessions. All children have access to the main community hall and an outdoor play area.

There are currently 50 children aged from two to under five years on roll. Of these, 24 children receive funding for early education. The pre-school currently supports a number of children with learning difficulties and disabilities, and also supports a number of children who speak English as an additional language. The pre-school employs six members of staff. Of these, all hold appropriate early years qualifications. One member of staff has a level 4 and the manager has a Ba (Hons) degree in Early Years and is working towards Early Years Professional Status. The provision has close links with Sure Start and the early years partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All areas of the setting's practice are strong, with some aspects being outstanding. The pre-school provides a welcoming, safe and happy environment for children where they are valued and respected as individuals. Highly effective partnerships with parents and other agencies ensure each child's needs are met and they are well safeguarded. A comprehensive knowledge and understanding of children's welfare, learning and development means staff are skilful in planning purposeful and developmentally appropriate experiences. Children are making good progress in their learning. The manager has good procedures in place to ensure continuous improvement, identifying strengths and weaknesses appropriately.

What steps need to be taken to improve provision further?

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

- extend existing procedures to support the development of independence skills, particularly for children who are highly dependent upon adult support for personal care.
- develop further the culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children

The effectiveness of leadership and management of the early years provision

Detailed policies and procedures and the skilful management of the pre-school promotes children's welfare. Children are safeguarded and well protected in the setting because all staff are knowledgeable about how to identify and deal with any concerns they may have. Robust recruitment procedures and vetting of staff, committee members and regular volunteers ensures their suitability to work with young children. Secure premises and staff who are vigilant means that children are safe and cannot leave the premises alone. Daily risk assessments of the indoor, outdoor areas and equipment used by the children are carried out, which further promotes children's safety.

High levels of qualifications, comprehensive knowledge of the Early Years Foundation Stage and child development means that staff are skilled at identifying and meeting children's diverse needs. Management supports the professional development of staff by ensuring that the whole team has access to a wide range of further training. For example, through attending conferences and various training courses, staff are aware of current thinking and the latest information regarding such things as autism. Staff use these skills effectively to identify and seek early support for children, ensuring that all children have equal opportunities to achieve their full potential. Staff are effectively deployed throughout the day and rotas ensure that the team work efficiently together to meet the needs of children.

All children make good progress in their learning because staff monitor children's achievements and identify any gaps. The pre-school's indoor and outdoor environment is spacious and well planned. The range and quality of resources available to children is good and enhances their learning. For example, children are learning to appreciate differences in the way different people live through books, stories and small world figures.

The Pre-school works hard to continually improve the provision that is offered. They work with the local authority on a self-evaluation process and, as a result, they are developing their own action plans which focus on improvements. However, this could be enhanced by adopting a whole team approach to identifying and agreeing objectives, thus promoting achievement for all children.

The pre-school has excellent partnerships with parents and other professionals, which promotes inclusive practice. Parents are welcomed in the setting and say they have experienced significant benefits from the 'life-changing' support they have received from the staff, such as help finding a school or referrals to health professionals. There are many opportunities for parental involvement, such as, volunteering or sharing what they know about what their children are learning. Parents are updated by the use of daily conversations and newsletters. Children's achievement is further supported by well-established partnerships with other organisations and services, for example, speech and language and oral and nutritional health experts, as well as links with local schools and family support

services. The pre-school is proactive in its response to children's needs and strives to obtain the best possible support for children in their care.

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

Children arrive confidently at pre-school, welcomed by staff. Children's safety is promoted through effective assessment of children's abilities, ensuring that activities offered are appropriate. Good levels of supervision and clear boundaries for behaviour promote children's independence and allow children to move freely around the pre-school in safety. Staff provide effective support to promote safety and help children learn how to manage risks. For example, they explained to children how to test the strength of branches before climbing shrubbery. Participating in group activities singing familiar songs, such as 5 little monkeys and twinkle twinkle chocolate bar, fosters children's sense of community and promotes their feeling of belonging.

Overall children are developing a good understanding of healthy lifestyles. Staff model good hygiene procedures. At snack time children are offered healthy choices from a range of fresh fruit and a choice of milk or water, which ensures they are hydrated and aids their concentration. Children have access to creative activities, such as paint and glue, and show their understanding of good hygiene as they independently wash their hands in the bowl provided. Staff supervise children at toilet time and ensure that good hygiene procedures are followed. However, staff sometimes miss opportunities to increase children's self-care skills over such things as wiping their own noses. The benefit of fresh air and exercise is promoted. Children can independently access the large, secure outdoor play area. This freedom motivates children to be energetic and experience the positive benefits of being active.

All children participate in small group activities and staff use this time to promote a range of skills, with a focus on promoting children's speech and language. In one group children talk about what they did last weekend, who with and how it made them feel. They share experiences with their peers and listen to each other. This activity is promoting their self-confidence and self-esteem and helping them make relationships. In another group staff are using puppets to tell a story about sharing and taking turns with a toy till.

Children are able to access all activities and resources. They are supported in making creative connections across the curriculum areas, such as dressing up, baking foods and tasting foods from around the world. Adults questioning technique further support children's creativity and critical thinking. Children's knowledge of ICT is supported through programmable toys and the use of a computer.

Staff have recently introduced monthly 'Eco' sessions to give children first hand experience of caring for their environment. For example, they collected rubbish, such as plastic bottles and crisp packets, from around the local area using gloves and a litter picker.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1
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	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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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