

# Croftlands Pre-School Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	317497
<b>Inspection date</b>	31/10/2011
<b>Inspector</b>	Eileen Grimes

<b>Setting address</b>	Portakabin, Oakwood Drive, Ulverston, Cumbria, LA12 9JU
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<b>Telephone number</b>	01229 480 018
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**Email**

<b>Type of setting</b>	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*.

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.

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## **Description of the setting**

Croftlands pre-school Nursery, breakfast and Out of School Club is a child care provision run by a voluntary committee and was registered in 1988. It operates from within the grounds of Croftlands Infant School in the Ulverston area of Cumbria. The group serves the local community and is accessible to all children. There is a fully enclosed area at the front of the building available for outdoor play. The provision is open Monday to Friday from 7.30am to 8.55am, 9am to 12am and 3pm to 6pm term time only.

Children attend for a variety of sessions. A maximum of 22 children may attend the provision at any one time. The provision also offers care to children aged over eight years. There are currently 19 children attending who are within the Early Years Foundation Stage. The provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The group provides funded early education for two, three and four-year-olds. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language.

They presently employ six members of child care staff, of these, five hold appropriate early years qualifications at Level 3. The setting receives support from the local authority.

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

Overall the quality of the provision is satisfactory.

Children enjoy their time at all the groups. Staff provide a warm bright welcoming environment for children and their families. Appropriate systems are in place to ensure children are safe both in and out of the premises and that their welfare is safeguarded. Staff provide a wide range of experiences that contribute to individual children's learning and development. Very sound relationships with parents ensure that staff are meeting the needs of all children they are caring for. Staff promote inclusive practice well, ensuring that children are free from discrimination and feel valued. Reasonable steps are being made by staff to improve the provision and they show a commitment to continual improvement, however, these should be developed across all three areas of the provision.

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

To meet the specific requirements of the EYFS, the registered person must:

- ensure that Criminal Records Checks are available for all adults within the setting
- 30/11/2011

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

- develop self evaluation across all areas of the setting to ensure that everyone has clear aims and objectives
- develop management across the three areas of the setting to share a clear understanding of each others roles and responsibilities
- develop learning journeys to clearly link next steps to the areas of learning to show how children are making progress

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

Children's welfare is safeguarded and promoted well. Systems are in place for the recruitment, vetting and induction of staff, to ensure that children are cared for by suitable and qualified staff. However, not all criminal records bureau checks are available for all committee members. Staff have a clear understanding of child protection issues and procedures to ensure children's welfare is safeguarded. Relevant risk assessments are in place to ensure children's safety, both in and out of the premises and daily visual checks maintain a safe environment for children. A comprehensive range of policies and procedures are in place and are adequately implemented.

Good relationships have been established with parents to ensure children's needs are met. Detailed information is obtained from them regarding their children's needs before children start, to enable staff to offer continued support. Parents receive satisfactory verbal feedback at the end of each day, regarding their children's care, welfare and learning. Parents are provided with a relevant information pack which includes information about the setting and some key policies and procedures. The full range of policies and procedures are available for parents to read if they wish. Regular newsletters and a notice board keep parents informed of any changes, themes and planned activities. Weekly activities and planning are displayed for parents to view. Appropriate links have been made with the school adjacent to the setting, so that all relevant information regarding children's care is exchanged. This ensures continuity in children's care and learning.

Management and staff are beginning to monitor and evaluate their practice to improve outcomes for children. The staff team of qualified staff work well together and have a positive attitude towards helping children achieve to their full potential. However, although, the pre school has completed detailed evaluation identifying strengths and weaknesses, this is not adopted across all three areas of the setting and not everyone is aware of the aims and objectives of the settings.

Children are able to make choices from the range of activities prepared for them by staff and they are able to access additional resources. This empowers children to extend their own play and learning. Staff promote equality of opportunity and anti-discriminatory practice well. All children feel respected and free from discrimination. Children learn to value difference and show respect for others through sensitive discussions with staff. For example, they understand that not everyone celebrates Halloween. Their developing understanding of the wider world

and their place within it is encouraged, as they play with an appropriate range of resources that reflect positive images of diversity.

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

Staff have a sound awareness of how to provide a relaxed and enjoyable environment across all the age ranges, including, children within the pre-school and for children who have been at school all day. Emphasis is placed on providing a range of interesting experiences, based on the needs and interests of children. Staff complete detailed planning within the pre-school whilst within the out of school club these are more flexible and are changed as required. They link to the areas of learning and incorporate children's interests within the planning. Staff complete written observations and assessments within children's learning journals. These show children's achievements and identify next steps. However, they are not linked to the areas of learning and therefore do not clearly track children's progress.

Children enjoy their time at the setting. They are happy when they arrive and select from activities that are on offer. Children are keen to seek out staff and initiate conversations about their day at school. Staff take time to listen and engage them in conversations about topics that interest them. This helps them feel valued and boosts their self-esteem. Children are very confident and relaxed with staff and have developed trusting relationships with them, helping them feel safe.

Children enjoy a wide range of activities, such as, games, drawing, construction toys, role play and various art and craft sessions. Children enjoy interactive games with staff. They laugh and giggle as children and staff take turns to guess the what is happening. Staff give appropriate support and encourage children to share and take their turn. Children sit happily and chat to each other and staff as they make their own pictures. The group are able to access a large well equipped play area throughout all sessions. Children are able to move freely between indoors and outdoors providing continuous provisions. The groups are also able to access the school field when weather permits for larger activities, such as, football. Children have good opportunities to socialise with one another. They choose to sit together at snack time, discuss topics that interest them and seek each other out to enhance their play. Staff encourage children to play games together to promote sharing and encourage them to help each other out. Older children help and support the youngest children in the group. Staff apply consistent boundaries to help children learn to behave responsibly and develop respect for one another. Consequently, children have a clear understanding of right and wrong and the consequences of their actions. They talk about how others feel and about the emotions associated with certain behaviours.

Children follow consistent routines for hand washing and help staff clear away tables after their snack. They access tissues easily and help themselves to drinks throughout the session. They make choices from an appropriate range of healthy snacks, which they sometimes help to prepare. This contributes to children's understanding of healthy lifestyles. Children are encouraged to consider and

recognise potential risks and dangers as they gradually accept responsibility for their own safety. Staff also provide opportunities for children to take measured risks. For example, they learn to cross roads safely, carry out fire drills and are reminded not to answer the door. They are reminded by staff to use all equipment safely. Behaviour within the setting is good, as staff set realistic and appropriate guidelines. Children understand what is expected of them and understand the consequences of their actions. They learn to be considerate towards adults and each other in the friendly, consistent atmosphere where staff are positive role models.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### 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>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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