

# Crownhill Royal Naval Pre-School

Inspection report for early years provision

---

**Unique reference number** 117182  
**Inspection date** 21/11/2011  
**Inspector** Sarah Wignall

**Setting address** Crownhill Royal Naval Pre-School, Crownhill Fort Road,  
Plymouth, Devon, PL6 5BX

**Telephone number** 01752 769606

**Email**

**Type of setting** Childcare - Non-Domestic

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Crownhill Royal Naval Pre-School is a committee run group. It opened in 1998 and operates from purpose-built premises in the city of Plymouth in Devon. The setting is open on a Monday to Thursday from 9am until 3pm and on a Friday from 9am until 12.30pm during term time only. Most children live locally and some also attend other early years settings.

The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children aged from two years to eight years may attend the pre-school at any one time. An additional 19 children can be accommodated in the crche, three of whom can be aged under two. There are currently 26 children attending who are in the early years age range. The pre-school is in receipt of early education funding for three and four-year-old children. It supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

There are three members of staff all of whom hold appropriate early years qualifications. The manager holds a relevant level 4 qualification. The pre-school achieved The Bristol Standard quality award in 2010.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy and settled in this warm and welcoming setting. Staff have a good awareness of their individual needs and plan activities that support their learning and development well overall. Health and safety are given high priority helping children to feel exceptionally safe and secure. Partnerships with parents and others are well established. Constant evaluation leads to ongoing improvement and development.

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

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

- develop the organisation of mealtimes treating them as an opportunity to promote children's social development and interaction, while enjoying food and highlighting the importance of making healthy choices.

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

Safeguarding children is promoted extremely well. Staff in the setting are very well supported by the Naval Under Fives area co-ordinator who offers ongoing advice

and support. Comprehensive policies and procedures are in place and regularly updated. Excellent links with other key agencies ensures that any concerns are prioritised and dealt with highly effectively. Well-established and robust recruitment and vetting procedures help to safeguard children. Staff are provided with high levels of ongoing support which includes regular meetings with other supervisors in the group. Annual suitability appraisals are carried out helping to identify any staffing concerns or issues that arise. Staff complete daily checks and risk assessments to help make sure the environment remains safe and suitable each day. Staff deployment is well planned and children benefit from high levels of supervision and support.

The pre-school is organised well with the main play room providing different areas of play. For example, there is a cosy book area and creative area. Staff deployment is well thought through with a designated person positioned outdoors to support children who choose to play in this area. Children are exceptionally independent in the setting, making choices about where they want to play and asking for the resources they need. For example, children who want to do junk modelling confidently ask staff for scissors so that they can cut their materials. Sessions are well organised with a good balance of free play and structured activities. Staff respond positively and enthusiastically to children's ideas. For example, when children show an interest in playing in muddy water outdoors they provide cars to roll in the mud and make tracks on paper.

Staff promote equality and diversity well. They work closely with parents and other professionals to make sure they are fully informed about children's individual needs and how to meet them. Children with learning difficulties and/or disabilities are very well supported. Each child has a detailed learning plan that is regularly updated as progress is made. Staff work closely with children on an individual basis helping to improve overall outcomes. Children learn about difference in imaginative ways. For example they paint pictures using paintbrushes in their mouths after learning about people who no longer have the use of their hands. They learn to value and appreciate other cultures as they see different languages displayed in the setting. Partnerships with parents are positive and they are encouraged to become fully involved in the setting. For example they can join the parents group and put ideas and suggestions forward. They are kept well informed of activities and events at the setting through detailed notices, newsletters and discussions with key workers. They have regular access to their children's learning and development records and are encouraged to contribute to these. Staff have good systems in place to work with other providers to ensure a shared approach to children's care and learning.

Staff work very well as a team and are aware of their roles and responsibilities. They are well supported by the wider organisation with regular meetings with the Naval area co-ordinator and other group supervisors. They are committed to developing the setting and undertake regular training to ensure their knowledge and skills are current. They regularly evaluate all aspects of the setting using feedback from parents and other professionals to formulate action plans and improve outcomes for children.

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

Children are particularly confident and show a very strong sense of security and belonging in the setting. They have formed positive relationships with adults and one another and readily join friends in play. For example, they sit in the role play area playing shops together. They use pencils and crayons to write notes and lists for each other, happily sealing them in envelopes to give to their friends. They demonstrate a very caring attitude to others and older children readily help younger ones to find a matching pair of wellingtons or to put on an apron. Children are extremely independent in the pre-school and confidently make choices about their play. For example many choose the option to play outdoors or decide when to visit the cafe for a snack.

Planning is well thought through and based around children's needs and interests. Key workers use regular observations and assessments of children to help identify progress and next steps in learning. Where staff identify a concern around children's development they monitor and provide additional support helping to narrow the gap. Small group sessions are provided to support children's communication and language development. Children thoroughly enjoy looking at books and listening to stories. The pre-school operates a library scheme, encouraging children to take books home to share with parents.

Children enjoy practical activities that support their learning across all areas of the curriculum. For example they learn to problem solve as they look for two wellingtons that match and are the correct size to fit them. They use their imaginations well as they create models or pictures using junk and paint. They develop physical skills as they undo shoes, fasten aprons and run and jump outdoors.

Children develop a good understanding of healthy lifestyles. They independently wash their hands, use tissues and select the right equipment to keep themselves warm and dry. For example, they put on wellingtons before going outdoors and aprons before messy play. They learn to recognise when they are hungry and thirsty. They help themselves to drinks throughout the session or visit the caf when they are ready. Staff promote their knowledge of healthy foods by providing a varied range of fresh and dried fruits, vegetables and savoury snacks. Parents provide children with a packed lunch which is eaten together. However staff do not always make the most of this time to promote social development and interaction. Children benefit greatly from easy access to the outdoors. They develop physical skills as they run, jump, ride on bikes, draw and dig outdoors.

Children are very well behaved and respond positively to the calm and consistent approach of staff. They react sensibly when reminded to handle scissors carefully if younger children are present. Children are extremely confident in communicating their thoughts and making their needs known. They take the initiative for example in fetching a broom to sweep up spilt sand demonstrating an awareness and shared responsibility for safety in the setting. Children play well both independently and with others. They are active and inquisitive learners and have a positive

attitude to learning. This equips them well for the future.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
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	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met