

# Croft Village Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	EY427937
<b>Inspection date</b>	21/11/2011
<b>Inspector</b>	Emily Wheeldon

<b>Setting address</b>	Croft Village Memorial Hall, Mustard Lane, Croft, WARRINGTON, WA3 7DS
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<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*.

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## Description of the setting

Croft Village Pre-school was registered in 2011. The setting is owned and run by a private partnership and operates from Croft Village Memorial Hall, situated in the rural village of Croft, Warrington. Children are cared for within one main room and a secure area is available for outdoor play. There is also a small woodland area available to children.

The pre-school is open five days a week from 7.30am to 3.15pm Monday to Thursday and 9am to 12 noon on Friday mainly during term time with the exception of three weeks during the summer holidays. There is also a breakfast club which operates between 7.30am and 8.50am Monday to Friday. This provision is registered by Ofsted on the Early Years Register. A maximum of 20 children aged two to five years may attend the setting at any one time. There are currently 21 children attending on a part-time basis. The Pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language. The pre-school employs three members of childcare staff, one of which has a Level 3 in childcare. The Deputy Manager and nursery nurse each hold honours degrees in early childhood studies. The setting receives support from the local authority early years advisory team and is a member of the Pre-school Learning Alliance.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The highly motivated and enthusiastic staff provide a warm, inviting and generally well-resourced environment where children feel happy and secure. Children make good progress towards the early learning goals, and engage in independent, active learning in an enabling and inclusive environment. Opportunities for children to move around in an open space and develop their gross motor skills are generally met. Partnerships with parents are a strength, and the setting has secure links with other providers, which means that children progress well in relation to their starting points. The energetic and committed staff team have a dynamic vision for the continuous improvement of the setting, and they look forward to the completion of the woodland area and improvements to the outdoor area which will further enhance children's learning across all areas.

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

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

- implement planned activities that offer physical challenges and plenty of opportunities for physical activity
- support children in using a range of information communication technology to include cameras, photocopiers, CD players, tape recorders and

programmable toys in addition to computers.

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

The highest priority is given to safeguarding children in the setting. Robust safeguarding procedures and policies ensure children remain extremely safe and secure. All staff have been on safeguarding training and are aware of the correct procedures should they be concerned. Rigorous recruitment procedures are in place and thorough checks carried out to ensure the well-being of children and their families. Comprehensive risk assessments are reviewed regularly and ensures all spaces children use are safe. Staff take expert precautions to keep children safe when taking them to cross the road to visit the local primary school during the week. For example, children wear reflector jackets and hold hands to cross the road.

Well qualified, experienced and extremely committed staff work exceptionally well together and strive to reach high standards in education and welfare standards for all children. This is firmly embedded across all areas of practice. Staff feel valued and are encouraged to go on training for professional development. For example, the Deputy Manager is due to go on training around outdoor play because staff have identified the need to enhance the outdoor area. The setting works closely with early years advisors from Warrington Borough Council and is part of the Quality Improvement Support Programme. Extensive monitoring and assessment of planning and tracking systems enables the setting to devise excellent targeted plans. For example, staff have devised planning sheets which incorporate information gathered from parents and other providers in the early years. This means there is excellent continuity of care and children make very good progress towards the early learning goals.

The nursery welcomes children from all backgrounds and abilities, and includes them fully in the activities. This ensures children are happy and feel involved. There are children with hearing impairments and language difficulties and staff support them very well by following guidance from outside agencies. Partnerships with parents are excellent and well established from the start, with an induction programme accompanied by comprehensive information about the pre-school and the Early Years Foundation Stage framework. When the pre-school opened in September, parents' views were gathered in questionnaires to find out how their children were settling in, and staff continue to consistently ask parents if they are happy with the provision. This means that the setting continues to improve. One parent wrote, 'An excellent first impression. Clean, bright setting. Staff friendly and approachable. Children settle instantly. Very professional environment.' Parents can discuss their child's progress with their key worker at any time and make comments about their children's progress in learning journals which are sent home, and are able to comment on their child's learning. Good working relationships with the local primary school, and the early years advisory team ensure continuity of approach and the best possible support for all children.

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

All staff have a superb understanding of the Early Years Foundation Stage Framework due to their extensive experience and qualifications so children make good progress in their learning and development. The planning of appropriate activities are tailored to meet each child's needs and are supported by a wide range of high quality resources. Areas of learning, such as, the writing area are clearly defined with resources stored in boxes at child height, so children are able to be independent and self-select toys of their choice and tidy toys away. The setting uses the computer suite in the local primary school each week, so children are able to develop their information, communication and technology skills. However, the setting has a limited range of programmable toys, which means that children are not able to extend their skills in information, communication and technology to optimum effect.

Children arrive excited and keen to experience the activities the pre-school has to offer. Children separate from parents and carers with ease and feel very happy and secure because they have key workers who pay close attention to meeting their learning and care needs. Children are developing good communication skills because staff engage with them, allowing them time to think and listening to what they say. Activities are planned week to week, and thorough observations are highly effective in identifying next steps based on the children's interests and abilities. Information gathered in 'All About me' booklets are used as a starting point in a child's learning so staff are able to track children's progress. The setting is beginning to develop additional tracking systems as advised by the early years team, so staff can identify gaps in children's learning and put additional support in place for children who require it.

Children are secure with the routines and follow instructions competently. Many opportunities are available for children to develop their self-help skills such as serving themselves drinks of water and self-registering at the beginning of the session. This demonstrates children are confident and independent in their learning. Snack times are well organised and children are given healthy choices between fruit and crackers. Behaviour is very good and children begin to show an excellent awareness of responsibility within the setting, as they tidy toys away and play harmoniously with their peers.

Mathematical concepts are taught at every opportunity. For example, during snack times staff ask children to count how many pink plates there are altogether. The setting has good links with the wider community and children recently enjoyed a visit from a local farmer who brought his pigs along as part of their topic about 'The Three Little Pigs'. Staff celebrate a wide range of cultural festivals and introduce children to events such as Remembrance Day. For instance children visit the church to look at the poppy wreaths and learn about the people who died. The environment throughout the nursery is inclusive and there are many resources reflecting our diverse society. Children confidently use a varied range of creative and role play opportunities to allow them to develop their creativity. For example, children watch water flow down a piece of tubing and pretend they are fire officers

putting fires out.

Children benefit from fresh air and a range of physical activities outdoors. However, the space in the outdoor area is small and children do not have enough free space to run around. Equipment is at low level and does not enable children to develop their climbing and balancing skills. The pre-school has access to a small woodland area, and staff have plans to develop it, so children will learn about living things in their local environment and have access to equipment to enable them to develop their gross motor skills. Children rehearse fine motor skills as they attempt to write letters on chalk boards. Children use antibacterial gel on their hands before eating and wash hands after using the toilet so children remain healthy. Fire drills are practised on a regular basis ensuring the children are confident about what to do in the event of an emergency evacuation.

## 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	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	2
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	2
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

<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

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