

Cromdale Way Pre-School

Inspection report for early years provision

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Inspector

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Setting address

Tim Parry Community Centre, Cromdale Way,
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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*.

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

Cromdale Way Pre-School opened in 1977 and is run by a management committee. It operates from the Tim Parry Community Centre in Great Sankey, Warrington, Cheshire. Children attending have access to the hall and associated facilities. There is also a secure outdoor play area. The pre-school serves children who live in the local area.

There are currently 45 children on roll who attend on a variety of placements, some of whom receive funding for nursery education. The pre-school is open every Monday to Friday from 8.30am to 11.30am for morning sessions and 12pm to 3pm for afternoon sessions, during term time only. The pre-school cares for children with special educational needs and/or disabilities and those who speak English as an additional language.

The pre-school employs three permanent staff, all of whom hold an appropriate early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in their learning and development because the staff demonstrate sound knowledge of the Early Years Foundation Stage, know the children well and work closely with parents and carers. This ensures that children's individual needs are sensitively met. Children's learning is supported by a large range of toys and resources that are accessible to them. The pre-school regularly evaluates the quality of the provision and are well aware of their strengths and the areas that need further development. The pre-school is excellent at working in partnership with parents and carers. Links with other professionals ensure that children's welfare and developmental needs are met. The pre-school has an ongoing system that uses reflection to evaluate the quality of the provision.

What steps need to be taken to improve provision further?

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

- ensure that risk assessments cover anything that a child may come into contact with
- develop displays to accurately represent children's work.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and well protected in the pre-school because the staff have good knowledge of safeguarding policies. They have effective procedures in place to manage any concerns they may have about the children in their care.

Staff are also appropriately vetted and suitable to work with young children. Staff make effective use of up-to-date risk assessments to support them in ensuring the areas used by the children are safe. For example, ensuring the outdoor space is safe to use at all times. This means that children are able to move safely and freely around the pre-school. Staff are knowledgeable about the Early Years Foundation Stage and use this well to support children with their next steps. The environment is well organised and accessible to the children. Staff implement a key worker system to observe and assess children's learning, enabling the children to thrive and make good progress in their next steps.

The pre-school has developed a strong method of recording self-evaluation through self-reflection and evaluations from parents and carers. This enables the pre-school to identify areas for development. These are recorded in the self-assessment document. Plans have been made to develop these areas.

The pre-school has excellent partnerships with parents, carers, professionals and other organisations. This means that parents' wishes and children's individual needs are effectively met. Parents are actively involved in the setting through their children's learning journal they are able to read this at any time and make comments. Parents are also given the opportunity to borrow a 'chatter box' resource which allows them to make notes on the progress their child makes in the home environment. The setting values parents and carers and encourages them to become involved in their child's learning.

The environment is inclusive, reflecting people with different cultural backgrounds and disabilities and within the local community. The setting has a wide range of resources to reflect individuals with medical needs, different family lifestyles and cultural requirements. Staff also promote equality and diversity through implementing the policies and procedures.

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

Children really enjoy being at the pre-school and move around independently, confident and secure in the routines provided. Children are able to move around freely and safely because staff ensure that the environment is safe. For example, the children are well aware of where they can go in the setting and know how to use the toys and other resources safely.

Children's good health is promoted positively by the staff. Healthy snacks are provided to the children, who are given the opportunity to self-serve. This promotes the children's independence, self-esteem and social skills. Children start to learn about making good choices in food because they are offered healthy options, such as fruit and cereal. Children willingly wash their hands before snack because good hand washing routines are well established. Children are able to play outdoors most days and have access to a wide range of resources including water, sand and construction activities to test and challenge their skills.

Children are making good progress towards the early learning goals because the staff plan activities around the interests and needs of the children. Staff observe children regularly to ensure that the activities that are being offered can be adapted to meet individual children's needs. Children are developing good language skills as staff have received training in 'Every Child a Talker'. Resources can be seen in the setting which promote communication, language and literacy. The children enjoy playing in the home corner using their imagination, knowledge and understanding of the world. Children independently access the craft area and have time to make creative pictures with adult help and support if required. When accessing the outdoor area, children are encouraged to independently put on their own waterproofs and wellingtons, and assistance is given if required. This means that children are developing good independence skills for the future.

Children behave well in the setting because the staff give clear explanations and set appropriate boundaries. Children are developing respect for themselves and others and are learning about other cultures and beliefs. This is because the staff make use of the local community and have provided a good selection of pictures, books and activities that introduce children to other cultures, disabilities and beliefs.

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	2
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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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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