

# Croston Pre-School

Inspection report for early years provision

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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**

Croston Pre-School is committee run. It opened in 1973, but has operated from within the converted school since 2001. Children have access to an enclosed outdoor play area. The pre-school is situated in a residential area in Croston. It is open each weekday from 9.15am to 3.45pm Monday to Thursday and 9.15am to 1.15pm on Friday during term time only.

The pre-school is registered on the Early Years Register. A maximum of 30 children may attend the setting at any one time. There are currently 46 children aged from two to under five years on roll, some in part-time places. The pre-school currently supports a number of children with special education needs and/or disabilities and families with English as an additional language.

There are seven members of staff, all of whom hold appropriate early years qualifications to at least National Vocational Qualification Level 3. One member of staff is qualified to degree level and has achieved Early Years Professional Status. The setting provides funded early education to 34 three- and four-year-olds and receives support from the local authority.

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

Overall the quality of the provision is good.

Children are well cared for in a safe, clean and caring environment. They make good progress in their learning through a variety of interesting child and adult led activities, although individual interests and next steps are not consistently identified in planning. Effective partnerships with parents and other professionals ensure all children have a good level of support across all areas of learning. Policies and procedures are appropriate and well implemented by all members of staff.

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

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

- improve systems for identifying individual interests and next steps to ensure every child's learning journey takes a personal path based on their own individual interests, experiences and the curriculum on offer
- improve systems for recording children's learning to ensure records are clear and up to date.

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

Children are exceptionally well safeguarded and protected from harm because all staff are passionate and knowledgeable about protecting the children in their care. The recording and reviewing of Criminal Record Bureau checks ensures the suitability of staff. Comprehensive policies and procedures are meticulously implemented. The pre-school has good self-evaluation procedures in place, which are enhanced by ongoing relevant staff development and training, input from parents and feedback from children. This ensures that all staff working with children are proficient and well qualified.

Wide ranging risk assessments are reviewed regularly and thorough daily checks are conducted for the pre-school and forest area. This enables children to safely enjoy the rich variety of activities, whilst developing an outstanding knowledge of how to keep themselves safe. The premises are very welcoming, vibrantly decorated with children's work, photographs and displays.

Children's care and learning is successfully promoted by a caring and enthusiastic team of staff, who are passionate about the service they provide. Morale is high and staff turnover very low. Their energy and enthusiasm has a positive impact on children's learning and development and results in a very good standard of learning. Learning is evidenced throughout children's learning records, however these are not up to date. All staff are dedicated to continuous improvement, strongly supported by the manager and the capacity for this is very good. The team ethos is good and staff work closely together to ensure children enjoy and achieve in their learning.

The setting actively promotes strong partnerships with parents, carers and other professionals, inviting parents to be involved in events. Staff value parents' views, sending out questionnaires regularly, and are keen to respond to families needs. Learning records are accessible to parents, information is exchanged verbally and parent consultation sessions ensure parents are updated on children's progress. The celebrations board enables parents to share information about activities their child enjoys at home and ensures that they are involved in children's learning, although children's interests and next steps are not consistently identified in planning. Comments on questionnaires are very positive. Parents highlight the lively, welcoming environment and the confidence and independence their children have developed.

The setting promotes a variety of multicultural experiences and the manager's knowledge of other languages enhances the support families receive. Close working relationships with other settings and professionals are well established and enhance a consistent approach in meeting children's needs. The use of pictures to support language ensures a fully inclusive environment and the development of children's excellent communication skills. Staff have very good relationships with the local school, ensuring that good practice is shared and the smooth transition from pre-school to school is supported.

The use of the forest school offers children rich, varied and imaginative

opportunities to extend their learning, developing their knowledge and understanding of the wider world.

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

Children make very good progress in all areas of learning and development. They benefit from the support of enthusiastic staff who effectively organise a variety of imaginative activities which promote exploration and motivation. The free-flow environment enhances child-led play as children choose resources independently. The staff have excellent skills in extending children's thinking, encouraging them to make connections with other areas of learning.

Children are excited to explore the resources available, sharing their thoughts and encouraging others to join in their play. The stimulating learning environment helps children to confidently address new challenges, enjoying opportunities to play both indoors and outside. Their absorption in chosen activities is good, enhanced by staff scaffolding children's learning and skilfully developing sustained shared thinking. Older children confidently use a range of resources to develop their problem solving skills, constructing tape measures and tools from various materials and working together to measure various objects in the setting. Children participate in story sessions, choosing books and discussing them with interest. Outdoors offers a rich variety of resources and children can choose when they wish to spend time in the fresh air each day. Children's experiences of the outdoor environment are significantly enhanced by the adult-led activities and events in the forest school.

Staff are excellent role models, demonstrating team work and positive behaviour, such as good manners and sharing. They promote children's self-esteem and offer praise and encouragement at all times. They remind children to share with their friends, be polite, kind and helpful. This is reflected in the secure relationships children have established with their peers. Behaviour is very good and is supported through clear and concise behaviour management strategies. Clear explanations with children ensure positive solutions to conflict or disagreement.

The setting is entirely inclusive and staff differentiate to ensure all children are included in activities. Children develop knowledge and understanding of the wider world as they learn about different countries through cooking, tasting food and celebrating festivals such as Chinese New Year and Christmas. Children develop important social skills, showing care and concern for others, for example, helping each other to pour drinks.

Children are confident, increasingly independent and very helpful. The youngest children take pride in given tasks, such as tidying up at the end of a session. Embedded hygiene routines which children undertake independently, demonstrates their understanding of their own health and well-being and the importance of preventing the spread of germs. Children are very well cared for if they become sick or have an accident, and there are rigorous procedures in place to protect them from infection.

Children enjoy healthy meals and snacks with water and fruit available throughout the day. There are robust procedures in place to recognise and meet children's dietary requirements, for example, intolerances and allergies are taken into account during cooking and food tasting activities.

## 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	1
The effectiveness with which the setting promotes equality and diversity	1
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
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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	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	1

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