

# Croftlands Pre-School Nursery

Croftlands Infant School, Oakwood Drive, ULVERSTON, Cumbria, LA12 9JU

## Inspection date

23/04/2013

Previous inspection date

31/10/2011

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children attending the out of school provision and nursery are happy and content as they play and learn. Children in the nursery show their emerging confidence as they access the indoors and outdoors freely and independently.
- Children's personal, social and emotional development is supported well because staff value and respect all children in making choices, and promote independent learning.
- Good quality training and support is continually accessed, which means children benefit from staffs' increased knowledge and skills.
- Effective behaviour management strategies help children to play cooperatively, share and behave in a polite and respectful manner.

### It is not yet good because

- Observations, assessments and planning are not suitably consistent in depth or breadth to build on children's knowledge to ensure that they make good progress in their learning and development.
- There is scope to enhance current communication methods with parents, to ensure they are kept fully informed with regard to their children's learning and development.
- There is scope to support children further in developing their early mathematical skills, such as counting and number recognition.

## **Information about this inspection**

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## **Inspection activities**

- The inspector talked with children in the breakfast club and observed them while they played.
- The inspector discussed various aspects of the provision with staff, parents and members of the management committee, taking their views into account.
- The inspector carried out a joint observation with the manager to observe children during snack time.
- The inspector looked at children's learning books, planning, relevant policies, procedures, documentation and improvement plans.

**Inspector**  
Janice Caryl

## **Full Report**

### **Information about the setting**

Croftlands Pre-School Nursery and out of school club was registered in 1988 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated on the site of Croftlands primary school in Ulverston, Cumbria and is managed by a voluntary committee. The provision serves the local area and is accessible to all children. It operates from a portakabin and there is a fully enclosed area available for outdoor play.

The provision employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3.

The provision opens Monday to Friday term time only. Breakfast club is from 7.30am until 8.55am, pre-school nursery operates from 9am until 12 noon and after school club operates from 3.15pm until 6pm. Children attend for a variety of sessions. There are currently 23 children attending who are in the early years age group. The pre-school nursery provides funded early education for two-, three- and four-year-old children.

### **What the setting needs to do to improve further**

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- improve the implementation and monitoring of observations, assessments and planning by linking observations to the areas of learning, and accurately assessing children's next steps linked to their developmental stage. This will help to shape learning experiences for all children, and help them to make better progress.

#### **To further improve the quality of the early years provision the provider should:**

- develop ways to further involve parents in their children's learning. For example, by encouraging mutual sharing of information with regard to their children's learning experiences and development
- develop further opportunities to support children's learning in early mathematical skills and language. For example, empowering children to hand out plates and cups, while they count, match and share.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Staff have a reasonable level of understanding of how children learn and develop in the three prime areas and four specific areas of learning and development. As a result, the environment is planned appropriately to enable children to independently access areas that support development in all seven areas of learning. Staff appreciate that children attending breakfast club and after school club, attend school, and so plan the environment and activities to suit their needs. For example, children can relax, look at books and sit quietly, or they can run around outside to get fresh air and exercise. The staff provide a satisfactory range of child-initiated and adult-guided opportunities to extend children's learning and development. For example, activities and experiences are planned to support children learning letters and sounds, a specific area of communication and language development.

Staff complete observations on children and use these to inform future planning. However, assessments of observations are not sufficiently precise or rigorous enough to fully identify what the next steps are in children's learning. This means that planning does not always include sufficient differentiation to help children make best progress. Staff talk to parents about their child's daily routine, which keeps them suitably informed. Information about children's progress is available for parents and carers to view at all times. However, assessments are not always accurate and opportunities to engage all parents in their children's learning are not fully explored. As a result, continuity of children's learning and development between the home and the setting is not fully enhanced and opportunities to support children in specific areas do not always meet their needs.

Staff encourage children's interest and engagement by sitting with them and supporting them as they play. They extend concentration by making learning fun, and reinforcing what they have done previously. For example, staff ask questions and support children as they pour, build and fill containers in the sand. Children's development in communication and language is promoted sufficiently as they are encouraged to think and solve problems while they play. Children attending breakfast club are supported in developing early mathematical skills as they line up cars and count them. However, opportunities to explore number and counting are not fully embedded during routine activities within the nursery, for example at snack time. Children enjoy painting and explore the different colours as they work together at the painting easel, and observe each other's artwork. They have opportunities to explore a wide variety of interesting materials and resources to add to the play dough. This helps children develop their physical skills and supports their understanding of the world and how different materials can be manipulated. Children's early literacy skills are supported as they enjoy story time. They choose books to complement play in other areas, for example a book about dinosaurs enhances learning through play with dinosaur figures. Children talk about the dinosaurs and use pens and paper to write down the names, thus developing the early literacy skills of reading and writing, in preparation for their next steps in learning, for example, nursery and school.

**The contribution of the early years provision to the well-being of children**

Children show confidence as they happily move around the setting. Older children in the breakfast club initiate their own game of bowls and skittles. They are supported by staff that help children collect the necessary resources, supporting and valuing children's choices in play. Younger children join in or set up their own activities, for example, exploring and lining up cars and vehicles, developing early mathematical skills. Personal, social and emotional development is a strength throughout the setting, as staff interactions assist children in making independent choices and playing together cooperatively. Relationships between children and key persons are strong and children show confidence in asking staff for help and guidance. Children are developing an understanding of acceptable behaviour because staff reinforce rules and boundaries appropriate to the ages and stages of development. For example, older children are asked to be careful when playing with each other and younger children are reminded not to run indoors. Children in nursery develop self-confidence and self-awareness as they are encouraged to attend to their own personal needs, such as toilet training. Staff praise children appropriately which encourages them to continue in their progression. Children are supported in managing their feelings because pictures exploring different emotions are available for children to see and talk about.

Children are able to move freely between the outdoors and the indoors and do so confidently. This helps children establish an understanding of risk as they explore the environment independently. For example, they ride on bikes and scooters, climb on structures, push prams and play with the balls and skittles. Consequently, children benefit from fresh air, and develop a healthy approach with regard to exercise because it is fun and accessible. Healthy eating is promoted in the out of school and the nursery provision. Children are able to choose between healthy cereals, fresh fruit juice, milk and toast for their breakfast. Snack time for nursery children consists of a wide variety of fresh fruits, and milk or water to drink. Staff give children time to choose their preferred foods and support children in pouring their own drinks which helps to promote independence and self-help skills. However, there are missed opportunities to promote counting and early mathematical skills through counting plates and experiencing one to one correspondence as each child is given a plate and a cup.

Staff are vigilant and keep children safe by monitoring where they play and reinforcing rules and boundaries. Children wash their hands before snack and are taught the concepts of good hygiene practice after using the toilet, and before eating food. Transitions for children within the setting work well. Older children are taken and collected between the setting and the school on a daily basis where staff have opportunities to communicate messages to school personnel. Younger children in nursery attend assemblies and special events and play outside alongside children from the school reception class. This means that children become familiar with the school environment and other adults from the school, helping prepare them for future transitions.

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

Management and staff have a satisfactory understanding of the Early Years Foundation Stage, meaning children make steady progress in their learning and development, given their starting points on entry. However, assessments are not always accurate and suitably monitored, resulting in potential gaps in learning and development. Members of the management regularly attend sessions to monitor the programme of activities and support staff in their daily activities. Annual appraisals mean that staff are able to evaluate their strengths and areas to develop through training opportunities. Children are kept safe by staff that are suitably trained in child protection and first aid procedures. Staff within the setting are deployed well and the high staff to children ratios mean that children are given suitable support and safety is maintained at all times.

Members of the committee understand their roles and responsibilities with regard to management of the setting. They are suitably involved to provide support and guidance to managers and staff, which ultimately benefits all the children in their care. The setting prides itself on staff stability, which benefits children through staff who know them well and established routines. The committee discuss their understanding of the importance of sound recruitment procedures and the need to ensure that all staff are suitably vetted. All staff and management are involved in developing and reviewing policies and procedures which are shared with parents and carers. This shows efficient management of the setting and ensures all stakeholders are aware of how the setting operates and keeps children safe.

Management and staff are aware of their strengths and weaknesses. Although there is no recent self-evaluation form completed, the setting works closely with the local authority development team to complete audits and establish focused improvement plans. This, alongside staff meetings, where areas to develop are discussed, helps the setting to improve in quality. The staff have a sound knowledge and understanding of the importance of working in partnership with parents, which promotes children's sense of security. Parents state they are pleased with the quality of care in the setting and how staff support their children. Staff in the nursery and out of school provision endeavour to involve parents and seek their views through questionnaires, but strategies to engage parents in their children's learning are not completely explored. This means that not all parents are fully involved in their children's learning.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	317497
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	870693
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 17
<b>Total number of places</b>	22
<b>Number of children on roll</b>	23
<b>Name of provider</b>	Croftlands Pre-school Nursery Committee
<b>Date of previous inspection</b>	31/10/2011
<b>Telephone number</b>	01229 480 018

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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