

Cromer Pre-School

United Reform Church, Cromer Avenue, Low Fell, GATESHEAD, Tyne and Wear, NE9 6UL

Inspection date	20/01/2014
Previous inspection date	20/04/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The long standing and dedicated staff team work very well together. This ensures a safe, secure and welcoming environment for children and their parents.
- Children are happy, very settled and have good relationships with staff. Consequently, children form strong bonds so that their emotional needs are effectively supported.
- A key strength of the pre-school is how they work with external professionals, other early years settings and school staff. This ensures that good communication supports children's development and learning extremely well.
- Children particularly enjoy physical activities and joining in with action songs. Staff are fully involved and support them very well so that they make good progress in these areas.

It is not yet outstanding because

- Children do not always have opportunities to develop their creativity and imagination further, as dressing-up materials are not easily accessible.
- Staff do not provide sufficient flexibility for children when using the rooms, to enhance their choices and decision making about where they may want to play and what they want to do.

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.

Inspection activities

- The inspector observed activities and routines in the playrooms and the outdoor area.
- The inspector looked at a sample of documentation including; children's development files, action plans, the self-evaluation form, a range of other policies and records, and information from parental questionnaires.
- The inspector spoke to children and interacted in their play, both indoors and outdoors.
- The inspector held a meeting with the manager and deputy, spoke to a key person, staff, an external specialist teacher and parents.

Inspector
Shirley Peart

Full report

Information about the setting

Cromer Pre-School was registered in 2000 and is on the Early Years Register. It is situated in a residential area in Low Fell, Gateshead and is managed by a private provider. The pre-school serves the local area and is accessible to all children. It operates from three main rooms and there is a fully enclosed area and a garden available for outdoor play.

The pre-school employs 10 members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and four hold a qualification at level 2. The pre-school provides sessions on Monday to Friday from 8.30am until 11.30am and on Monday, Wednesday and Friday from 12.05pm until 3.05pm, term time only. A breakfast club is available from 7.45am until 8.30am and a lunch club from 11.30am until 12.05pm. Children attend for a variety of sessions. There are currently 73 children attending. The pre-school provides funded early education for three- and four-year-old children.

What the setting needs to do to improve further

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

- enhance the opportunities for children's creativity and imagination further, for example, by ensuring that dressing-up materials and outfits are easily accessible
- consider ways of providing more flexibility when using the rooms, to enhance children's choices and decision making about where they may want to play and what they want to do.

Inspection judgements

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

Staff have a good knowledge and understanding of how to use activity plans to help children make progress throughout the seven areas of learning. As well as ensuring the educational programmes are covered, they use weekly plans flexibly to ensure that children's ideas and interests are followed. For example, as children are old enough to make independent decisions, they often ask staff for particular equipment to be put out the next day. Key persons take responsibility for tracking their key children's progress using the guidance, 'Early years outcomes' and they use a development tracker system. This helps staff to identify any gaps in children's learning, note where to target support and provide further learning opportunities. Weekly meetings also give staff the opportunity to discuss children's progress and learning. For example, when staff noted that some children needed more support with shape recognition, this was built into the planning. Therefore, varied equipment, such as different shaped mats and frames, are used outside

and children are encouraged to name, copy and draw different shapes with chalks on the fence. This ensures that children are ready for school and are moving on successfully in their learning through effective, targeted staff support.

Children use their imaginations well using props. For example, outside they walk around enthusiastically with two sticks and tell staff that they are 'mountain walking'. The indoor role-play area is adequately equipped and this is often changed to meet children's interests and to develop topics and themes. This enhances children's creativity and imagination. However, dressing-up materials, objects and outfits are not easily accessible to further enhance children's play ideas. Children enjoy having a go at completing programs on the computer and they use the mouse with good control. This helps them to develop their understanding of how things work so that they develop good skills for the future. Staff extend children's learning at every opportunity through effective questioning. For example, when a group of children tell the staff that they are making 'metal detectors' with the construction materials, she asks them if they know what they are used for. This extends children's language for thinking very well as it engages them in lively conversations. Children enjoy story time and staff hold children's attention and develop their listening skills successfully as they tell stories without a book. The children love action songs. They join in and take part enthusiastically. Some children are also good at choosing the correct items with rhyming sounds during well-planned, adult-led activities. For example, when the staff show children objects, such as a rake, the children look on the floor and find objects that rhyme, such as a snake. All staff are trained to use Makaton sign language and visual timetables are displayed. This helps children to settle in and promotes their language development very well.

Parents contribute written information about what their children can do and enjoy, which helps staff to establish children's starting points. Key persons liaise regularly with parents and they exchange relevant information. This ensures that two-way communication supports children's learning and well-being very well. The individual 'Home/pre-school contact book' and the 'I can' sheets are readily available for parents to use. This helps to keep staff updated about what their children have been doing and learning at home. Staff also ensure that parents know the colour, number and rhyme of the week that the children are concentrating on. This means that they can support their children to continue their learning at home.

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

Staff provide a warm, caring and welcoming environment for the children as they greet parents and children individually. Children play in a spacious environment and rooms are well organised and equipped to meet children's needs. Due to some constraints of the building, children currently play in different rooms on rotas and set timescales, which ensures children access all activities on offer. However, staff do not always provide sufficient flexibility to enhance children's choices and decision making about where they may want to play and what they want to do throughout the sessions.

Children are confident and independent as they move around the indoors and outdoors safely and staff are vigilant to ensure that children remain safe. For example, through

routines children know to line up at doors carefully and hold onto their friends hands. Their behaviour is good and they play cooperatively as they seek out their friends to join in their play. Staff provide prompts, such as asking children what might happen if they do not sit on their chairs properly. This enables children to take responsibility for their own safety and learn what is acceptable.

Children receive plenty of opportunities for fresh air and exercise, which supports their physical skills very well. For example, when children arrive and are settled in, they all do a 'warm up/wake up' song and dance and have free-flow access to the outdoors throughout the day. Staff ask children lots of open-ended questions to help them understand how to keep healthy, for example, 'Why do we need our coats on in the winter?' Children then respond; 'because we will get the sneezes if we don't'. There are plenty of planned visitors that come into the group to help children learn about safety and the world around them. For example, new mothers and their babies, the 'keep fit lady,' the police and fire brigade. They have also had visits from people's pets, such as, a pony, snakes and rabbits. This supports children's personal, social and emotional development well.

Children have close, natural bonds with staff, which supports their emotional needs and overall well-being successfully. For example, children run to a favourite staff member for a cuddle when they arrive for work. Staff find out all they can about children's likes and abilities when they start and settling-in periods are offered. Therefore, all children are very settled, self-assured and happy in the group. They leave their parents easily on entry and eagerly approach the toys and activities. This demonstrates that they cope well with the transition from home to pre-school.

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

The manager and deputy have a good understanding of the safeguarding, welfare, learning and development requirements of the Statutory framework for the Early Years Foundation Stage. Policies are reviewed regularly and all staff are expected to adhere to them. A suitable recruitment, selection and induction procedure is in place. However, the manager, deputy and the majority of staff are dedicated and committed, as they have been in post for a number of years. Regular supervision and appraisal of staff, including observation of staff practice by the manager, ensures that they are competent to carry out their roles. Training needs are also identified. This successfully promotes staff development and children's learning.

The manager uses the Ofsted self-evaluation form and updates this regularly to highlight the strengths of the group. She implements action plans, which clearly identify the priorities for improvement. The staff contribute to this via the regular staff meetings. They are clear about what they want to develop to benefit the children's learning, such as the 'mud kitchen' for the garden and a lending library for parents to borrow books. They have successfully addressed the action and recommendation from the last inspection. They have developed an enclosed outdoor area with easy access, which has improved children's safety. Children's independence at meal and snack times is also enhanced as they are now encouraged to pour their own drinks, use plates and butter their own toast.

Arrangements for safeguarding children are good. All staff attend regular child protection and paediatric first-aid training. This enhances their knowledge and understanding of what to do if they are worried about a child's care or welfare and ensures that they can deal appropriately with any accidents. The staff carry out daily safety checks of the environment, record and monitor accidents and provide close supervision at doors and gates when children and parents arrive and leave. Consequently, children are well protected.

The manager and staff work hard to continually develop partnerships with parents further. They evaluate the parents' evenings and recently changed this to 'consultation' days. This ensures that parents have sufficient one-to-one time with their child's key person to discuss their children's care and progress. The manager also collates information from parental questionnaires and acts on feedback. For example, when it was established that some parents required more information about their children's activities and progress, the staff provided more details on the entrance display board regarding topics and activities and how parents can become involved. Parents are pleased with the pre-school. Thank you cards and positive, verbal comments include 'Thank you for making my child's nursery experience such a positive one' and that, 'it's a lovely group and all staff are friendly and easy to talk to'.

Partnerships with external professionals and school teachers are excellent. Staff act quickly if they have any concerns about children's learning and development, which ensures that early intervention takes place. This supports children and parents highly effectively. The staff liaise closely with schools that children move onto, to ensure that they know all about the children before they move up. Staff also seek the Reception Class teachers advice regarding education, such as phonics and begin to use the same programmes in the pre-school when children are ready. This enhances children's language and literacy skills and prepares them well for school. If children also attend other early years provisions they use a 'setting to setting' contact book so that all staff can make relevant contributions. This very good communication ensures that children's individual needs and interests are noted and acted upon in a consistent way.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

Unique reference number	311887
Local authority	Gateshead
Inspection number	871915
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	45
Number of children on roll	73
Name of provider	Amanda Jayne Cannon
Date of previous inspection	20/04/2009
Telephone number	0191 491 1130

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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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