

Crowle Pre-School

Crowle Parish Hall, Crowle, Worcester, Worcestershire, WR7 4AZ

Inspection date

28/01/2014

Previous inspection date

02/02/2010

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

- Teaching is good and children are progressing well because they are provided with exciting and challenging activities, which cover all areas of learning.
- Children are well safeguarded due to robust recruitment and vetting procedures and staff's understanding of their roles and responsibilities in protecting the children in their care.
- Children benefit from warm, affectionate bonds with familiar and trusted staff. This helps children to feel settled and secure within the pre-school.
- Children enjoy daily outdoor play in a well-resourced and stimulating environment, this supports children's all round development.
- The management team are actively involved in the identification of the strengths of the provision and are able to recognise areas where improvement is needed. Therefore, they are committed to continuous development of practice to benefit all children.

It is not yet outstanding because

- There is scope to further enrich the type of information gathered from parents on induction, so that staff are fully aware of what children can already do at the point of entry, so progression can be more accurately monitored from the onset of care.
- There is scope for the pre-school to further consider how it plans its indoor space to meet the needs of children of different ages, so that young children have the opportunity for quiet time or to access resources especially for them.

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 observed staff engaging in a range of indoor and outdoor learning activities, play and daily care routines with children.
- The inspector talked to children and staff and also held meetings with the manager during the inspection. In addition, the inspector carried out a joint observation with the manager.
- The inspector looked at children's development folders, staff files and a selection of policies and daily records.
- The inspector sought the views of parents.

Inspector

Tina Smith

Full report

Information about the setting

Crowle Pre-School is a committee run group and was registered in 1967 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the main hall, the committee room and associated facilities at Crowle Parish Hall. The setting serves the local area and has strong links with local schools. The pre-school is accessible to all children and there is an enclosed area available for outdoor play.

The pre-school employs 14 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3, including three with Early Years Professional Status. The pre-school opens on Monday, Tuesday, Wednesday and Thursday from 9am until 3.45pm and Friday from 9am until 12noon, during school term times. Children are able to attend for a variety of sessions. There are currently 49 children attending who are in the early years age group. In addition, the provision offers before and after-school clubs and they walk children to and from the local school.

The pre-school provides funded early education for two-, three-, and four-year old children. It supports children who have special educational needs and/or disabilities. They receive support from the local authority.

What the setting needs to do to improve further

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

- enrich the type of information gathered from parents on induction to ensure that child's progress is accurately monitored from the onset of care
- develop further ways for the indoor space to meet the needs of all the children, especially those in the younger age range, as both a place to feel at home and a place to learn.

Inspection judgements

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

Teaching is good. The staff are experienced practitioners who have a good understanding of how children learn and develop. Children are well supported to ensure they make good progress taking into account their starting points, how often they attend and the length of time they have been at the pre-school. The pre-school is a pack away setting and, therefore, staff have to carefully consider the resources put out each day, to ensure that all children have the opportunity to play with resources that interest them. Staff plan

activities and play around the children's interests. These are varied and cover all areas of learning and include a good balance of child initiated and adult directed play. As a result, children benefit from a combination of experiences that include those led by knowledgeable adults, and learning from their own play ideas. Children's starting points are assessed on entry. Staff request information from parents about their children's routines, care needs and some particulars about what their child can do at home. However, there is scope to further enrich this type of information, so that staff are fully aware of what children can already do, so that progression from the start can be more accurately monitored. Staff regularly observe children to see where they are in their learning, assessing these in order to identify their next steps in learning. These identified next steps inform the planning of future activities, which helps to ensure they are meaningful to children and reflect their stage of development. Each child has a learning diary, these contain staff's observations along with photographs of the children playing and achieving. In addition, staff add pieces of the children's work, such as mark making, this shows both parent and child how they are progressing. Parents are encouraged to continue their child's learning at home because staff use a white board in reception to display what the children are doing today. Therefore, parents can continue it at home and children's progress can be further enhanced. Staff are completing the required progress check at age two for each child and parents are asked to contribute to this. These summaries identify each child's strengths and any areas where progress is less than expected. Therefore, if required, targeted strategies for early intervention involving other professionals can be put in place.

Children are happy and thoroughly enjoy the time they spend in the pre-school, quickly becoming involved in the activities available to them. Children are encouraged to freely explore their environment and initiate their own play. For example, children use their imagination as they play with a house and small world figures, carefully placing the babies to bed in the upstairs room. There are a variety of different resources and games, which encourage children to recognise differences in numbers and shapes. For example, children show high levels of concentration as they build tall towers, counting and skilfully balancing the blocks. Staff offer support by suggesting they stand up to place the blocks on the tower or it may fall over. Children express their creativity as they make hats to wear, a child declares, 'look I'm a princess', whilst others advise they are train drivers. Children's communication and language is well promoted because staff talk to them throughout the day. At circle time children are encouraged to have their say and staff stimulate meaningful conversation by asking questions, such as 'tell me about that'. This promotes the children's self-confidence and self-esteem. These are skills which help to prepare them in readiness for school. Staff regularly take small groups of children to a quiet area where they share in a particular activity, for example, letters and sounds. As a result of these small group experiences, staff can more closely observe the children's engagement and assess their progress. Staff regularly read to the children who have access to a good selection of books which they handle correctly.

All children are welcomed and valued. Children with special educational needs and or/disabilities are fully included and staff are skilful in recognising children's individual learning needs and supporting them to join in at their own pace. In addition, staff have very good partnerships with professionals who offer support and guidance to ensure all children are fully supported. Children's physical development is very well promoted. They

have access to an interesting and stimulating outdoor area, which contains a selection of challenging resources. As a result, children are developing a good range of physical skills. For example, as they use paint brushes to paint the play house and as they run and jump, watching carefully if they need to stop as a staff member uses a traffic light system to direct them. Children are developing a good understanding of the world around them because they have lots of opportunities to visit places of interest in their community. For example, they buy stamps from the post office or ingredients for cooking from the shop. These experiences help children to learn to be sociable with others and to begin to understand about their local community.

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

Key aspects of children's well-being are good. Staff are caring and kind and deliver good levels of care. They get to know the children and families well, as a result, children form strong attachments with staff and their emotional well-being is well promoted. Having an effective key person system means that key staff liaise closely with parents, sharing information on a daily basis and keeping parents well informed about their child's progress. Children settle well because the pre-school has effective settling-in procedures. Parents are invited to stay and play so that children become familiar with their surroundings and staff. Consequently, children soon relax, enjoy trying new experiences and investigate their play. Children are well prepared for the next stage in their learning because staff give careful consideration to preparing them for school. Staff encourage children to become independent learners, they are given lots of choice as well as being taught to do things for themselves, for example, putting on shoes and coats when going outside. In addition, reception teachers from the local schools that the children will be attending are invited to visit the pre-school so that they can see the children in their own environment and discuss with staff their individual needs. Consequently, the transition between pre-school and school is a positive experience for the children.

The environment is very well resourced, warm and welcoming. However, there is scope for the pre-school to further consider how it plans the indoor space to meet the needs of all the children who attend, with particular regard to the younger children, so that their all-round development and emotional well-being are fully supported. Staff place a strong emphasis on keeping children safe. Children are very well supervised by staff. They behave very well, because staff are positive role models and give clear guidance as to what is acceptable behaviour. For example, children are reminded to say 'please' and 'thank you', to be kind to one another and to share. Children develop many of the skills necessary for future life, they form friendship with their peers and staff provide experiences that require co-operation and communication. For example, children happily clear the table after snack.

Children health is well promoted because the pre-school follow good hygiene procedures and practices, which meet the children's physical, nutritional and healthcare needs. They demonstrate a good understanding of the importance of washing their hands at appropriate times, and have access to facilities where they can independently manage their toileting needs. Staff remind parents about healthy options in their children's lunch boxes. In addition, staff remind children to eat their savouries before any treats at lunch

time. Children benefit from fresh air and exercise because the children have regular opportunities to play outside. They also attend forest school activities, where they can experience the natural environment as well as having the opportunity to take sensible risks, which helps them to learn about keeping safe.

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

Leadership and management is good because the requirements of the Statutory framework for the Early Years Foundation Stage and managements accountability arrangements are fully understood. Children are safeguarded well. Staff have a clear and competent understanding of child protection and the procedures to follow if they have concerns about a child in their care. Furthermore, all staff know what to do if an allegation is made against a member of staff and are very clear in the use of mobiles phones and cameras. All policies are in place and the pre-school carries out risk assessments on a regular basis. For example, a member of staff diligently checks the outdoor area before the children go outside. Staff supervise children well and recognise when children need some additional support or reassurance. Recruitment procedures are robust. All staff are thoroughly checked before being employed and well organised induction procedures are in place to assist staff. Appraisals are used to assess staffs' ongoing suitability as well as to identify any areas for improvement. The management are fully aware of the changes that must be notified to Ofsted, therefore, ensuring the safety of children in their care.

The manager and staff have a good understanding of the learning and development requirements and work well together, regularly sharing information to help them support children's developing needs. Staff provide the children with interesting and stimulating play and learning opportunities. They monitor children's progress effectively enabling them to support children to move on to the next stage of their learning. As a result, children make good progress in their learning and development. The manager understands the need to monitor the educational programme along with the quality of teaching. She does this effectively because she works alongside her team on a daily basis, with all staff members contributing to the weekly planning. Therefore, she has first-hand knowledge of what the staff and children do. Staff have strong partnerships with parents along with other providers and they are encouraged to share information to ensure continuity of care. Partnerships with other professionals are effective and staff work closely with them in order to help children who need additional support.

The manager is a knowledgeable and experienced practitioner and is well supported by the committee, who are fully committed to providing high quality care and education. Together they continue to review the pre-school provision to determine where they can make improvements. For example, they are in the process of updating the staff appraisal documentation. The manager along with the committee, are proactive and act swiftly to overcome any identified area for improvement. Parents' comments during the inspection show they are happy with the care and education offered to their children. Above all, children are happy, settled and enjoy the time they spend at the pre-school. The skills they learn help to prepare them to be ready for school and lay firm foundations for the future.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	205215
Local authority	Worcestershire
Inspection number	950087
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	36
Number of children on roll	49
Name of provider	Crowle Pre-School Committee
Date of previous inspection	02/02/2010
Telephone number	01905 380031

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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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