

Crabbs Cross And Hunt End Pre-School Ltd

St. Peters Church, Littlewoods, REDDITCH, Worcestershire, B97 5LB

Inspection date	16/07/2014
Previous inspection date	20/04/2010

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

- Children form positive bonds and attachments to staff because they are friendly and approachable, which means they are well supported to settle into the pre-school.
- Staff have a robust knowledge of safeguarding procedures and therefore, children's safety is ensured.
- Staff promote healthy lifestyles and encourage children's independence, therefore ensuring that children understand the importance of keeping themselves healthy.
- Children who have special educational needs and/or disabilities are well supported because staff work with parents and seek advice and support from professionals.
- Teaching is good and staff promote children's learning effectively and have high expectations for their achievements. As a result, children make good progress.

It is not yet outstanding because

- Staff do not always maximise opportunities to promote communication and language development. As a result, children are not always given the time to think and respond to questions and fully communicate their own ideas.
- Parents sometimes are not fully included in their children's learning because staff have not yet fully explored opportunities to extend these partnerships.

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 indoors and outside.
- The inspector checked evidence of suitability of staff working with children and the provider's evidence of self-evaluation.
- The inspector looked at children's assessment records and planning documentation.
- The inspector spoke to staff throughout the session.
- The inspector held a meeting with the provider of the provision when appropriate.
- The inspector conducted a joint observation with the provider.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Josephine Heath

Full report

Information about the setting

Crabbs Cross and Hunt End Pre-School is a limited company. The pre-school originally opened in 1975 and re-registered in 2006 under new management. It operates from one room in St Peters Church Hall in the Crabbs Cross area of Redditch, Worcestershire. All children share access to an enclosed outdoor play area. The pre-school is open each weekday during term-time. Sessions are from 9am until 12 noon on Monday, 9am until 3pm Tuesday to Thursday and 9am until 12.30pm on Friday. The pre-school is registered on the Early Years Register. There are currently 30 children on roll in the early years age range. The pre-school currently supports children with special educational needs and/or disabilities. It employs six childcare staff, of whom, five hold appropriate early years qualifications at level 3 and one member is currently working towards a qualification at level 2. The pre-school is a member of the Pre-School Learning Alliance and receives funding for the provision of free early education for two-, 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:

- sharpen the focus of staff so they maximise opportunities to promote communication and language development during activities, for example, by allowing children more time to think and respond to questions so that they can fully communicate their own ideas
- build on the already well-established partnerships with parents, for example, by exploring even more ideas and ways to increase their involvement in the setting and their children's learning.

Inspection judgements

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

The quality of teaching is good because children are well supported to make the best progress that they can. There is a positive mix of outdoor and indoor play, both child-initiated and adult-led. For example, all children enjoy a delightful rhythmic session during group time, including listening and moving to sounds and singing along with the lead staff member. As a result, children are highly engaged and enjoy the different aspects of the activity as they clap along, move their bodies and sing out loud. Furthermore, inside children enjoy engaging in collage activities and exploring treasure baskets with appropriate adult support to enhance their learning by encouraging them to keep trying and explore ways of using materials. Whilst outside, children enjoy a role-play train adventure with a member of staff and experiment independently in the mud kitchen.

Children are equally supported to enhance their learning and independence here because staff encourage them to share their ideas and explore how to use various objects in their pretend play. As a result, children enjoy a varied educational programme with well thought out activities to promote all aspects of their development. However, at times during activities, staff overlook opportunities to further enhance children's communication and language development as they do not allow enough time for them to respond to questions and express their ideas. For example, during a spontaneous den building activity, staff members ask open-ended questions about what they will need and how they could make it. At times staff answer these too quickly themselves rather than letting the children solve the problems presented. Occasionally, during sand play, the eager staff members ask lots of questions, but do not always allow children enough time to respond before telling them their own ideas.

Overall children's learning and development are very well promoted because staff have a strong understanding of how they learn. Staff make routine observations and assessments of the children and use this information well to inform their planning. This includes the progress check for children between the ages of two and three years. Subsequently, they plan and provide a good range of learning experiences for children that actively support their good progress across all areas of learning. As a result, children are readily acquiring the skills, attitudes and dispositions they need to be ready for school. Key persons know their children well. They can accurately pin-point children's stages of development and next steps in their learning. Staff regularly share this information and activity ideas with parents and use parents' knowledge to help inform activities. Consequently, this supports children's good progress between the pre-school and home. However, at times parents are not fully included in their children's learning as the pre-school is yet to fully explore ways of engaging all parents with this.

Support for children with special educational needs and/or disabilities is consistently well placed. The pre-school's special educational needs co-ordinator is extremely knowledgeable and passionate in her role. An all-inclusive environment is well promoted and as a result, children with specific needs are fully included in the pre-school. Excellent early identification of needs through rigorous observation and assessment means that children have the access to the support and help they need quickly. As a result, children with identified needs are making good progress in relation to where they started and areas of delay are now less than expected.

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

The key-person system is strong and provides benefit to both the children and their families as both develop positive relationships with key staff. Parents comment that they feel staff are very supportive and do a good job of helping their children to settle into the pre-school. At such times, staff tailor the settling procedures according to children's individual needs. This is because staff fully understand the importance of children feeling safe and secure within the environment before they fully explore it. This approach fully support's children's emotional well-being.

Children independently follow good hygiene routines because they routinely wash hands

before food and after messy activities with little support. Children's intimate care needs are sensitively supported as they are actively encouraged to manage their own self-care. A wide variety of healthy food choices are offered to children during snack time and staff frequently discuss with children the benefits of eating well. Therefore, children's understanding of keeping themselves healthy is well promoted throughout. There are clear procedures in place to support children's medical and dietary requirements, which are fully discussed with parents. These are robustly followed to ensure children's good health and well-being at all times. Children are frequently reminded about safety, but also enabled to take supervised risks in their play, for example, jumping high off climbing equipment.

The environment is stimulating and welcoming with colourful displays of children's work around and photos of them engaging in activities presented in a scrap book placed at their height level. Resources are well suited to the ages of the children and are carefully matched to their needs and therefore, children's learning is actively promoted and self-motivation encouraged. Children's behaviour is consistently well managed. Staff positively reinforce good behaviour during activities using lots of positive encouragement and praise. They also gently remind children of the pre-school's behaviour rules as they ask them to walk inside and reduce the noise level during lunch time. Children's understanding of the behavioural expectations are clear as they respond to staff quickly and model the rules in their role-play activities when playing 'teachers'. As a result, children are emotionally well prepared for the move into other settings and schools, as staff ensure they acquire the right emotional skills they will need to adapt to the change.

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

Safeguarding arrangements are embedded and management place a strong emphasis on ensuring children in their care are well protected. Staff understand their role in protecting children from harm and are fully aware of how to follow correct safeguarding procedures should they have a concern about a child or member of staff. Recruitment and induction procedures are robust and ensure all those working with children are suitable for the role. Risk assessments are consistently implemented and reviewed regularly and therefore, children are cared for in a safe environment. Sampled documents and policies are well maintained, giving a clear indication that all required documentation is in place. As a result, children's safety and welfare can be ensured while they are at the pre-school.

The management team monitor the educational programmes well. The manager is responsible for the overall planning of activities and ensures all children are included by keeping a track of observations being made. She oversees all progress reports and more specifically, is responsible for monitoring the progress of children with additional needs to ensure progress is being made. This monitoring has been more recently strengthened because management use supervisions of staff to collate information regarding tracking of all children's progress onto one grid and therefore, can identify where all children are doing well and areas where the progress could be improved. The management team use peer observations to give feedback to staff and through these and successful supervisions, they have ensured good quality teaching in the main. The management team have identified the need to improve the quality of staff's communication and language

interactions with children and are attempting to support this; as of yet this is not fully effective. An emphasis is placed on accessing training for all staff to support children with specific needs, including sign along training and further special educational needs training to improve the number of staff with the knowledge to identify these needs. This has a positive impact on children's learning, ensuring they make the best possible progress.

Self-evaluation is strong and includes the opinions of children, parents and staff in the pre-school. It identifies clear areas for improvement, which management prioritise. This includes identifying that some parents do not feel fully included in the setting and their children's learning, which management have gone some way to improving by involving parents in projects like the mud kitchen and sending out regular newsletters. However, this is also yet to be fully embedded to ensure all parents are involved in the pre-school. Partnerships with parents are positive and definitely contribute to children's good progress. Feedback from parents is all positive as they comment that they feel their children enjoy attending the pre-school and that 'it is really good'. Partnerships with other professionals, such as speech and language therapists, special educational needs support workers, local nurseries and schools fully promote children's continuity of learning and ensure that they have access to all the relevant help and support services they need to make good progress.

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	EY340614
Local authority	Worcestershire
Inspection number	873365
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	30
Name of provider	Crabbs Cross & Hunt End Pre School Limited
Date of previous inspection	20/04/2010
Telephone number	0795 199 7022

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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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