

# Cromdale Way Pre-School

Tim Parry Community Centre, Cromdale Way, WARRINGTON, WA5 3NY

## Inspection date

06/10/2014

Previous inspection date

24/04/2014

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

4

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

- Staff provide a wide selection of resources and activities around the rooms, so that children have good opportunities to make their own choices in play. As a result, children are happy, busy, enthusiastic and confident learners.
- Staff have close relationships with children and they make effective use of observation and assessment to plan for their individual learning needs.
- Transition arrangements and partnerships with parents are effective. As a result, staff meet children's needs and they support children to approach their next stage in learning with confidence, such as starting school.
- Children are well safeguarded due to robust recruitment and vetting procedures and staff's understanding of their roles and responsibilities in protecting those in their care.
- Staff receive regular support, guidance and coaching to support their personal effectiveness. This means they are confident and keen to improve, resulting in them setting high expectations for themselves and children.

### It is not yet outstanding because

- Children's independence and self-care skills are not promoted to the maximum potential.
- Children have fewer opportunities to see and understand that print conveys meaning within the outdoor area.

## **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 spoke with the manager, staff and children at appropriate times throughout the inspection.
- The inspector checked evidence of suitability and qualifications of staff working with the children and the provider's improvement plan.
- The inspector looked at children's assessment records and planning documentation, and a selection of policies and children's records.
- The inspector took account of the views of parents through feedback questionnaires.
- The inspector and manager took part in a joint observation.

## **Inspector**

Paula Kerrigan

## Full report

### Information about the setting

Cromdale Way Pre-School was registered in 1977 and is managed by a management committee. It is situated in the Tim Parry Community Centre in Great Sankey, Warrington and operates from the main hall. There is an enclosed area for outdoor play. The pre-school opens Monday to Friday during term time only. The pre-school is open from 8.30am to 3pm. Children attend for a variety of sessions. There are currently 26 children on roll, who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children and it supports a number of children who speak English as an additional language. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school receives 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:

- extend the educational programme for literacy and numeracy even further by enhancing the outdoor environment with different types of print, such as, signs, posters and labels, so that children can learn about words as they play and investigate outside
- enhance opportunities for children to develop their independence and self-help skills further, for example, by supporting them to set their own table at snack time and learn how to use tissues to wipe their own nose independently.

## Inspection judgements

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

Staff have a secure knowledge of the Early Years Foundation Stage. They provide an interesting and motivating range of activities and resources, which support children to develop and progress across the seven areas of learning. Staff complete individual journals for each child, which show detailed observations and assessments. This information is skilfully used by staff to identify the next steps for children and to create experiences to enrich their learning. Successful planning includes opportunities for child-initiated activities, which are enhanced by focused and adult-led activities. This means children are engaged in experiences, which have depth and breadth across all areas of learning. All children are generally working comfortably within the typical range of development expected for their age. This results in children having the skills needed for the next steps in their learning, including school. The pre-school provides activity boxes that children take home to continue their learning with parents. They carefully plan the

areas children use to provide a rich environment for learning. There is direct access to the garden from the main playroom, and children go outdoors daily for fresh air and physical play. The garden is equipped with good resources, which allow children to play freely. However, there are fewer opportunities in the outdoor area for children to experience a rich and dynamic environment. For example, there are less opportunities for children to see print in the outdoors to encourage their literacy skills, or see numbers to further promote their early numeracy skills.

The quality of teaching is good and all staff have high expectations of children. Staff support children in their learning by encouraging them to initiate their chosen activities by exploring and playing independently. Staff skilfully question children to extend their critical thinking and to challenge their learning. Children display the characteristics of effective learning, for example, children explore and have their own ideas about how to make cakes with dough. They enjoy rolling the dough and examine the texture of the dough as they squeeze it through their fingers. Staff support children's good communication and language skills and help them to build their vocabulary by talking to them and introducing new words during daily activities. For example, children join in with repeated phrases in rhymes and stories. Personal, social and emotional development is given high priority. For example, staff spend a lot of time with their key children as they recognise children learn best when they feel safe and secure with adults they know really well. The key person works with children in small groups, singing familiar rhymes to them as they sit together on the floor. Children join in with pleasure, as they contribute to the rhymes and are asked to predict what will happen next. The high emphasis that staff place on the promotion of personal, social and emotional development as a basis for learning, prepares children well and helps them to develop an eager disposition towards developing their skills. Children who speak English as an additional language are supported well. Staff obtain key words in the children's home language and have displays and labels in these languages throughout the setting. Staff work with parents to ensure they pronounce key words correctly, in order to more fully support children in their daily routines and play. Consequently, this creates an inclusive and welcoming environment and supports the children to develop the use of their home language, which in turn, helps them to be confident in their learning of English. Staff encourage children to engage in number work and simple mathematics. Children are provided with the opportunity to explore blocks, placing them in towers as they start to understand about size, space and measure. They learn about successful ways to stack objects and soon begin to recognise that a larger tower is not secure. Staff encourage them to count as they make their towers higher, teaching children about number, order and value. This means children are increasingly able to use their mathematical knowledge to independently count and problem solve in their play.

Staff have good relationships with parents and share regular information on children's progress. Parents are fully aware of the service and education in place for their children through discussions, noticeboards, open days, newsletters, policies and procedures. This means parents are involved in their children's learning through sharing information on their progress and achievements. They have daily talks with their child's key person and they are invited to attend a parent open day each term. As a result, staff know children very well and talk to them about their home life, which helps them to feel valued. Starting points for children's development are established using information from parents during

settling-in sessions. This information helps children's key persons to get to know them quickly, supporting a smooth start to pre-school.

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

Children's emotional well-being is effectively promoted throughout the pre-school. A key-person system ensures all children benefit from secure attachments. The caring and supportive environment helps children to feel safe and secure, which provides a strong foundation for their well-being, independence and future moves. Children's care routines are adhered to and exchange of regular information between parents and staff ensures children's changing needs are consistently met. Consequently, staff know individual children well and they benefit from consistent care.

Children are generally developing good independent self-care skills. They use the toilet and wash their hands with confidence. However, staff sometimes do not encourage children to wipe their own nose and support them well enough with learning how to use a tissue to do this independently. Fresh drinking water is readily available to children to access all day, which they are encouraged to do as they learn to recognise and manage their own need for a drink. However, at snack time some opportunities to promote self-help skills and independence are missed because children are not encouraged or supported with learning how to help with setting the table. However, children pour their own drinks and serve their own food. Their good health is promoted because the pre-school operates healthy eating, which promotes healthy options to children. As a result, children are well nourished and learn how to make well-informed, healthy choices by following the guidance that staff provide for them.

Children move freely between indoor and outdoor spaces, promoting fresh air, exercise and supporting a healthy lifestyle. Children learn to develop physical skills as they climb, throw balls into hoops and kick footballs. Children are showing good awareness of their own and others' safety and learn how to assess and manage risks independently. They are encouraged to tidy up when they have finished with resources to keep the environment safe and minimise hazards. This helps children develop a sense of growing responsibility, which helps them with their future learning. Staff are good role models and use age and stage appropriate explanations to provide children with a clear knowledge of acceptable behaviour. Staff use simple reinforcement and distraction with children, which supports the consistent and calm approach by staff.

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

All staff have a good understanding of their responsibilities regarding the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff are aware of the indicators that would alert them to a child at risk. They have a strong knowledge of child protection and the procedures to follow if they have a concern about a child, or the conduct of a member of staff or any of the managers. All staff have first-aid certificates

and appropriate accident and medicine records are in place. Safety is promoted through robust arrangements for assessing any risks to children. Checks are carried out on a daily basis to identify any new risks and to ensure that the safety measures that are in place remain safe.

Since the last inspection by Ofsted, where the pre-school received a number of actions to improve, followed by a subsequent monitoring visit and a number of support visits by local authority representative, the pre-school has made significant changes. The management's drive for improvement is demonstrated by a clear improvement plan. Revised staffing arrangements and recruitment procedures ensure that the legal requirements of the Early Years Foundation Stage are fully met. As a result, children's safety is improved and the higher adult-to-child ratio means that children benefit from regular adult support and attention throughout their time at the setting. Effective procedures are implemented whenever new staff, volunteers or trainees are recruited. This includes thorough background and vetting checks and clear induction procedures. In addition, significant changes to the performance management arrangements mean strategies for improving staff's personal effectiveness are good. This includes increased frequency of supervisions and regular observations of the quality of teaching. This contributes to staff receiving the support, training and coaching they need. As a result, staff are confident in their roles, they know what management expects of them. They are keen to improve and have high expectations for themselves and children. Continual professional development opportunities are decided on effectively by providing training that meets the needs of individual staff and by providing group training to the whole staff team when necessary. This ensures that each member of staff has their needs met and that there is a shared knowledge, understanding and consistency within the pre-school. This ensures children are cared for by suitable and knowledgeable staff. Furthermore, staff have improved the opportunities for children whose home language is not English to develop and use their home language in play and learning, to further support their developing speech and value their unique culture.

Partnerships between staff and parents are positive. Parents comment on the progress their children have made since attending the pre-school. Staff encourage parents to express their opinions of the pre-school, in order to ensure their views contribute to the pre-school's overall self-evaluation and ongoing developments. Staff understand the importance of sharing information with relevant professionals to support children's learning. This includes working in partnership with specialised professionals to support children with special educational needs and/or disabilities when the need arises. Teachers from schools in the area are invited to meet children prior to starting reception class. As a result, children's move to school is as smooth as possible.

### **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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	315215
<b>Local authority</b>	Warrington
<b>Inspection number</b>	978464
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	26
<b>Number of children on roll</b>	26
<b>Name of provider</b>	Cromdale Way Pre-School Committee
<b>Date of previous inspection</b>	24/04/2014
<b>Telephone number</b>	07799310733

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

