

Crag Bank Under Fives

Crag Bank Village Hall, Jesson Way, Crag Bank, Carnforth, LA5 9EG

Inspection date	10/11/2014
Previous inspection date	13/10/2011

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 engage in a range of experiences in a well-resourced, stimulating and welcoming learning environment, both indoors and outside. As a result, children's emotional well-being and overall development are well supported.
- Effective partnerships with parents results in the key persons developing strong relationships with children. Consequently, children settle well and are effectively supported as they move onto the next stage in their learning, including school.
- Staff support children to develop early language and communication skills and support their physical, personal, social and emotional development. As a result, all children are motivated and enthusiastic learners.
- Children have good opportunities to make safe and independent choices in their play. Therefore, they are active and make good progress in their learning.
- Robust safeguarding policies and procedures are implemented, which ensure that children are protected and kept safe from harm.

It is not yet outstanding because

- Although, monitoring of staff practice is good, it is not yet rigorous enough to ensure the quality of teaching is consistently of a very high standard, so that children benefit from even more highly stimulating and motivating learning experiences.

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 activities in the indoor and outdoor learning environment.
- The inspector conducted two joint observations with the managers.
- The inspector held a meeting with the managers of the provision and spoke to staff throughout the inspection when appropriate.
- The inspector looked at planning documentation and children's assessment records.
- The inspector checked evidence of staff qualifications and suitability to work with children and the provider's evidence of self-evaluation.
- The inspector took account of parents' and carers' views spoken to during the inspection.

Inspector

Emma McKeown

Full report

Information about the setting

Crag Bank Under Fives was registered in 1991 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Crag Bank Village Hall in the Carnforth area of Lancashire and is managed by a voluntary committee. The pre-school serves the local area and is accessible to all children. It operates from two rooms and there is an enclosed area available for outdoor play. The pre-school employs six members of childcare staff. Of whom, all hold appropriate early years qualifications at level 2 and 3. The pre-school opens Monday to Thursday during school term time. Sessions are from 9.30am to 4pm. Children attend for a variety of sessions. There are currently 54 children attending, who are in the early years age group. The pre-school provides funded 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:

- enhance the already good systems for monitoring staff practice by sharing the knowledge gained from peer observations more effectively throughout the pre-school to promote even higher levels of quality of teaching.

Inspection judgements

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

The quality of the teaching is good and children are supported in making good progress given their starting points. This is because staff accurately identify children's skills and plan for the next steps in their learning and development effectively. An appropriate mix of continuous child-initiated and adult-led activities, both indoors and outside, enables children to develop their own ideas and interests. For example, children enjoy playing together as they imagine they are on a boat. They talk through their ideas, discussing how they will rescue their friends and decide that they must telephone for the fire fighters. Children's skills in thinking critically and creatively to solve problems are supported by staff, who encourage them to consider where to get the fire extinguisher from. Consequently, children are engaged and motivated for learning. Children's interests inform the planning of activities across all areas of learning. There is a robust system to evidence, monitor and track children's progress through effective observation and assessment. All staff have a clear understanding of children's next steps in their learning. Parents complete an 'All about me' form, which gives useful information about their children. This is complemented by early assessments, which the key persons make, in order to have a good understanding of what children know and can do. Flexible and effective settling-in procedures enable key persons to gather a range of information from parents about the needs, abilities, interests, likes and dislikes of all children. The continuous provision of high quality, stimulating resources and activities within the indoor and outdoor environments,

provide opportunities for children to actively engage in purposeful learning experiences. For example, children enjoy experimenting with colours as they mix paints together and are fascinated as they realise it has turned brown.

Children are making good progress in their communication skills. This is because staff regularly assess children's language skills and plan appropriate activities to further extend their communication development. Furthermore, staff model effective use of language as they talk with children about their interests. For example, staff encourage children to think about what they might have for breakfast in the role-play home corner. A language-rich environment ensures that all children are provided with opportunities to further develop their communication skills. Children are learning effectively as they freely help themselves to the stimulating and clearly labelled resources available to them. The development of key skills in the personal, social and emotional aspects of children's learning are further supported as they confidently make choices. For example, children are engaged and motivated for learning as they work with staff to complete a number puzzle. Staff skilfully support children to build on their knowledge of colours, numbers and letter sounds as they take turns to fit the puzzle together. Children are very physically able and have a wide range of activities to develop these skills. For example, they learn to balance and move around on ride-on toys. Therefore, children are ready for school when the time comes as they develop a range of skills to support their future learning.

Staff demonstrate a secure knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. The pre-school recognises the importance of working in partnership and keeps parents well informed about their child's learning through a variety of methods. This includes daily verbal communications, reports, newsletters and opportunities to share learning journey profiles. Parents are invited to share learning from home in the form of 'wow moments' and these are displayed in the pre-school in recognition of children's achievements. Staff make good use of the progress check completed for children aged between two and three years, to plan for the next steps in their learning. Strategies to promote children's learning are effectively shared with parents to ensure all of them make at least good progress. Consequently, parents are fully involved in their child's learning and development.

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

Children are welcomed warmly as they enter the pre-school. They form secure attachments with their key person, who demonstrate an excellent knowledge of them, their interests and routines. This supports children's well-being and in turn, has a positive impact on their learning. Staff are fully aware of the importance of meeting children's individual needs, to make them feel safe, secure and confident to explore. Children's personal, social and emotional skills are developing successfully because staff provide activities to ensure they continue to make progress in this important area of their learning. For example, young children are encouraged to take turns as they use collage materials to make a ladybird. Older children learn to share resources as they play together in the sand pit.

The effective methods of sharing information with parents ensures that each child has

their care needs fully met. Children learn to develop an awareness of health and safety through the daily routines, discussions and activities. For example, children are provided with healthy snacks in line with their dietary requirements. They enjoy serving themselves fruit and milk or water and are learning to make independent choices. Children are beginning to understand the importance of washing their hands and are encouraged to check their hands are clean. Staff teach children about keeping safe. Consequently, children behave in ways that are safe for themselves and others. For example, they work together to carry long planks as they build a track.

The learning environment, both indoors and outside, is stimulating and very well resourced. All resources are clearly labelled and stored at low level, allowing children to make choices and to be actively involved in their learning. As a result, children are developing independence. Staff are good role models to children, sitting at their level, frequently offering praise and calmly establishing expectations. As a result, there is an atmosphere of mutual respect and behaviour is good. Children are well prepared for the next stage in their learning and development as the pre-school supports them in making the move onto school when the time comes. Parents speak highly of the support they receive from staff, especially when supporting their children's emotional well-being during these periods of change.

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

The managers demonstrate a very good understanding of their role and responsibilities in meeting the requirements of the Early Years Foundation Stage and of ensuring the pre-school is effectively organised. Rigorous security procedures ensure the safety of children is highly prioritised throughout the day. Risk assessments are thorough and reviewed regularly, consequently, children are cared for in a safe environment. There are robust safe recruitment systems in place to ensure that children are always cared for by suitable adults. The induction procedure ensures that new staff are aware of the pre-school's policies and procedures in relation to safeguarding practices. Staff are aware of and comply with the safeguarding policy, which contains detailed procedures to follow should staff identify any concerns with children and in the event of an allegation being made against a member of staff. There are clear restrictions on the use of mobile telephones within the pre-school, which staff understand and adhere to. Staff hold appropriate childcare qualifications and access training to further enhance their good practice. Legally required records for children's welfare are accurately maintained.

The management team demonstrates a clear commitment to reflective self-evaluation. Recommendations from the previous inspection have been addressed and areas for further improvements have been identified. For example, creating a forest school in newly acquired land. This demonstrates a good commitment to continuous improvement. Rigorous systems are in place to monitor the effectiveness of the educational programmes through tracking children's progress. This means that gaps in learning are quickly identified and strategies are implemented to narrow them. The managers arrange regular supervision meetings with their staff to monitor the quality of teaching and learning. However, there is scope to further improve the monitoring of the quality of teaching by

extending the peer-on-peer observations with regard to the sharing of knowledge and teaching skills throughout the pre-school. This will ensure opportunities to support children's learning are further enhanced through even more highly stimulating and challenging activities. The management team recognises the importance of continuous professional development and relevant training is cascaded to all staff to improve their already good knowledge and skills. Regular evaluation of weekly planning ensures that activities are planned to meet the individual needs of children. This ensures that children make good progress towards the early learning goals. Information is gathered regularly from parents to help inform the rigorous assessment systems, which effectively monitor children's progress from their starting points.

Effective partnerships between the pre-school, parents and other professionals ensure that children's needs are quickly identified and well met. These partnerships have resulted in the sharing of accurate information about children and a cooperative response in successfully supporting all of them to achieve. Parents comment on the positive learning experiences their children have enjoyed at the pre-school. The pre-school is committed to working in partnership with parents to ensure they are fully involved in their child's learning and aware of their child's achievements. The effective partnership between the pre-school and the local primary schools ensures that children are well prepared for moving onto school when the time comes.

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

Unique reference number	309280
Local authority	Lancashire
Inspection number	867857
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	54
Name of provider	Crag Bank Under Fives Committee
Date of previous inspection	13/10/2011
Telephone number	07870 816 771

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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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