

Crudwell Pre-school

Crudwell Village Hall, Crudwell, Malmesbury, Wiltshire, SN16 9HB

Inspection date	17/12/2014
Previous inspection date	05/02/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children are highly motivated and engage eagerly in learning. Staff are highly skilled in maximising every opportunity for learning. As a result, children make rapid progress in their development.
- Staff monitor children's learning and development closely through precise assessment which includes all those involved in their learning. Consequently, planning is focused and leads to rapid development for children based on their starting points.
- The pre-school uses highly successful strategies to engage parents in their children's learning. The partnerships established with other agencies help to support every child to learn and develop to the highest level.
- Robust systems for reflecting on practice, involving managers, staff and parents, identify priorities for continued improvement. The pre-school actively seeks critique from external professionals to focus their improvement plans.
- There are very secure attachments between staff and children which consistently promotes children's well-being.

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 held meetings with the manager of the provision.
- The inspector looked at children's assessment records, planning documentation and a selection of policies and procedures.
- The inspector observed children during activities.
- The inspector conducted a joint observation with the manager.
- The inspector took into account the written and verbal views of parents and carers.

Inspector

Gina Chamberlain

Full report

Information about the setting

Crudwell Pre-School has operated since 1974 and under this registration since 1992. The pre-school is registered on the Early Years Register. There are currently 32 children on roll. The pre-school group is managed by a voluntary committee of parents and operates from Crudwell Village Hall. The group uses the main hall, kitchen, toilet facilities and an enclosed outdoor play area. The premises have disabled access and disabled toilet facilities. The group opens on Mondays, Wednesdays and Fridays between 9.00am and 3.00pm, each week during school term times. There are currently four members of staff, three of whom hold level 3 qualifications in childcare. The pre-school receives funding for the provision of free 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:

- build on children's already strong understanding of the natural world by providing them with further opportunities to engage in planting and growing using all outdoor facilities.

Inspection judgements

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

Staff have very high expectations of themselves and children. They have an excellent understanding of how to engage children in playing and exploring. This supports children to be highly motivated and, as a result, they make rapid progress in their learning and development from their starting points. Children thrive because the setting is well organised and staff are deployed effectively. Staff implement a broad variety of interesting activities which encourage all aspects of children's development and which take account of their individual interests. Staff are conscious of each child's development and implement well-timed interactions that allow the children to think critically and extend their learning. For example, children explained to a member of staff how an electronic toy works. By doing so, others in the group picked up the technique and children began to learn from one another. Staff promote children's mathematical awareness skilfully in everyday routines and activities. For example, children confidently count past 10 to find the date of the month during circle time and locate shapes during games. Children develop their understanding of left and right through activities and begin to understand the concept of time with the use of a large clock in the garden.

Staff effectively promote children's language development. They implement strategies from the 'Every child a talker' programme, including how to make the most of everyday activities to promote language development. Every session provides children with the

opportunity to develop their communication and social skills through circle time, with activities such as, 'Show and tell'. Children share items with the group that are of importance to them from home. Staff effectively promote children's self-esteem by showing great enthusiasm for what they have to show. Other children in the group ask questions, such as why the item is special, and children develop in confidence as they answer. Staff continually nurture children's independence and confidence as they make informed choices with regard to their play. Toys, books and equipment are stored at a low level, which enables children to lead the direction of their play. The environment is rich with print and children have many opportunities to learn to recognise their own names. This is a valuable starting point in their early reading skills. Children's understanding of the world develops through activities, such as following the life cycles of bugs and plants. Outings to local farms provide a valuable opportunity to learn about animals, and how to behave in different environments. Additionally, children explore and experiment with natural materials in their outdoor mud kitchen, and include items such as seeds in the indoor sand tray. However, staff are continually looking at ways to make the most of all opportunities in the outdoor environment and recognise, for example, that they could do more to develop further children's awareness of plant lifecycles.

Children have the opportunity for physical development every day. Staff organise indoor dance and physical education classes. Outdoors, the children make excellent use of equipment such as slides, bikes, scooters and stepping-stones. Children have further opportunities to extend their learning outdoors as staff have decorated the environment with shapes, numbers and books.

Staff gather information from parents at the start and work in partnership with them to encourage and promote each individual child's development. Parents share information such as 'magic moments' and 'why my child is special', which help staff identify achievable next steps for children. Learning journals illustrate the excellent progress children are making from their starting points. The staff seek advice and work in partnership with others involved in the children's care and learning to ensure each child has every opportunity to develop to their full potential.

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

Staff are highly skilled at recognising and responding to children needs. The dedicated staff excel at providing an environment that nurtures children's self-esteem and confidence. Children form very close attachments to their key persons and, as a result, they thrive in the pre-school environment. Behaviour is very good, children learn to be considerate of one another and to think about the impact of their behaviour on others. The staff are calm and caring role models who set clear and consistent expectations in relation to behaviour. For example, children learn about the impact of throwing toys because staff explain that it may result in hurting their friends. Children play harmoniously together developing skills in cooperation and learning to take turns, which they often do without prompt from staff. This effectively prepares children for their next steps in learning, such as school. Staff effectively promote children's understanding of diversity. Children use resources which reflect a diverse community and have many opportunities to

learn about others through the use of books and stories, resources and activities.

The children's play environment is highly stimulating, with resources stored so that children can reach them easily. This promotes independent choices in their play. Deployment of staff is excellent and ensures children are kept very safe as well as being supported in their learning exceedingly well at all times. Children develop their independence and self-care skills very well, as they learn to put on their own coats and go to the toilet independently. Staff are watchful and encouraging, intervening and assisting when required. Staff effectively promote good hygiene routines. They teach children to wash their hands before meals and after using the toilet. At snack times, children enjoy excellent social interaction with the staff and a familiar group of children. They learn to pour their own drinks and make decisions about what they would like to eat from the selection of snacks available. This further promotes children's social interaction as they talk about what they enjoy eating, what they had for breakfast and about their families.

Staff provide consistent opportunities for children to benefit from healthy lifestyles. The daily routine enables children to have ample opportunity for physical activity in the fresh air. They provide healthy varied snacks and parents are encouraged to provide children with a healthy lunch box. Staff offer children milk during snack, and water is available at all times from their individual beakers, which ensures children do not get thirsty. Staff consider children's safety to be of high priority and effective risk assessments identify potential risks both inside and in the garden. Secure routines are in place to ensure children are fully aware of the emergency evacuation procedure, which builds their understanding of their own safety.

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

The manager and her team have an excellent understanding of their responsibilities with regard to meeting the learning and development requirements for all children. Monitoring of the planning and delivery of the educational programmes is constant and thorough. Staff use their knowledge and experience effectively to provide challenging, innovative play opportunities and experiences that enhance children's learning and development. Observations, assessments and tracking of their progress enable them to effectively identify the next steps in their learning and plan successfully for their future learning needs. Staff are highly effective in supporting children's progress and development, especially their communication and language skills. The committee team supports the manager and her staff along with advisors from the local authority. This abundance of support, combined with the manager's commitment to constantly strive for improvement, means that leadership and management is very strong and children are making excellent progress as a result.

Meeting the safeguarding and welfare requirements is of very high priority to the manager and her team. They all have an excellent understanding of their responsibilities to keep children safe and have a robust range of policies and procedures in place to support this. Parents are fully aware that they must not use mobile phones or cameras in the setting.

Staff make a record of all new visitors and keep the front door locked to ensure strangers are unable to access the building without authorisation. The manager and committee members implement robust recruitment procedures to ensure staff are suitable for their roles. They provide high-quality supervision and induction procedures to monitor the staff's ongoing suitability. Staff hold regular meetings and have annual appraisals.

The pre-school work extremely well in partnership with parents and carers. They share a wealth of information with the aim of getting to know the children and their parents and carers very well. The manager consistently reflects on practice and completes thorough self-evaluations. She uses these to focus plans for improvement and she and her team are always looking for new ideas and ways to do things. Parents and children are also highly involved in giving feedback, suggestions on activities, resources and approaches to practice. As a result, all children are assured of high quality care and learning experiences. Parents are extremely happy with the level of care their children receive and speak very highly of the pre-school's services. Written and verbal feedback commonly spoke of parents' comfort in knowing their children are safe and secure at pre-school, in addition to the level of care and dedication all staff give to all children.

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	199436
Local authority	Wiltshire
Inspection number	846792
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	32
Name of provider	Crudwell Pre-School Committee
Date of previous inspection	05/02/2010
Telephone number	01666 577764

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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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