

Cricklade Pre-School Playgroup

The Old Library, Bath Road, Cricklade, Wiltshire, SN6 6AT



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| Inspection date | 17 March 2015 |
| Previous inspection date | 4 October 2011 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| How well the early years provision meets the needs of the range of children who attend | | Good | 2 |
| The contribution of the early years provision to the well-being of children | | Good | 2 |
| The effectiveness of the leadership and management of the early years provision | | Good | 2 |
| The setting meets legal requirements for early years settings | | | |

Summary of key findings for parents

This provision is good

- Children thoroughly enjoy their experiences. They settle readily and eagerly join in a wide variety of interesting activities that support their overall development well.
- Partnerships with parents are strong. Staff monitor children's development accurately. They involve parents to gain a true picture of children's interests and the progress they make. Staff involve parents fully in their children's learning. They give parents ideas for activities and lend resources to help them support their children's learning at home.
- Teaching is good. Staff are particularly effective in developing children's social and language skills so that children are well prepared for school and are ready to learn.
- Staff meet the safeguarding requirements to a high standard. They follow good care practices, so meet children's physical needs well, and supervise children effectively to keep them safe and healthy.

It is not yet outstanding because:

- Staff do not encourage children's early literacy skills fully by having labels, books and written words easily available throughout the environment for children's use.
- Children have limited access to outdoor play during colder months. Staff do not ensure beneficial activities using natural materials, such as the sand pit and 'mud kitchen', are always available. They do not provide a wide range of outdoor resources that children can use in different ways to support their creative and problem solving skills.

What the setting needs to do to improve further

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

- enhance the programme for literacy by making it easier for children to find cards with their names and other familiar words they may wish to copy; label resources with words and pictures, and place relevant books reflecting children's interests around the indoor and outdoor play areas
- enhance the value of children's outdoor play by giving them greater freedom to choose when to play outside and with whom; by making natural materials, such as the sand and 'mud kitchen', available every day and by providing more resources that children can move and use in different ways to encourage their creativity and problem solving skills.

Inspection activities

- The inspector observed staff interacting with children during indoor and outdoor play and daily routines.
- The inspector discussed with staff how they support children's learning and carried out a joint observation of an activity with the manager.
- The inspector spoke with a member of the committee and the manager, and discussed self-evaluation processes and plans for future improvements.
- The inspector looked at documents, including children's personal and learning records, planning, a sample of policies and notes from the advisory teacher.
- The inspector took account of the views of parents spoken to on the day and from recent pre-school questionnaires.

Inspector

Rachel Edwards

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff plan for each child's learning to ensure that all make good progress, including those with additional needs. Staff encourage children interests, for example, those interested in cars draw roads on large sheets of card. This helps them develop pre-writing skills in exciting ways. However, staff do not capitalise on children's interest in writing to extend it. Staff use knowledge from training to develop children's language especially well. They create cosy spaces where children like to talk. Staff ask questions that encourage children to think, such as, 'How will you fix the roof?' Staff know the children well so they can talk about things that interest them, such as a new baby. Children play outside each day but mostly in small groups with their key person. This reduces their choices in outdoor play, which matters particularly to those who prefer to be outdoors. Staff do not use all resources as well as possible.

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

Children spend time each day with their key member of staff building close relationships. Staff focus on building children's confidence and self-esteem. They use a smaller enclosed area when children first start so they do not feel overwhelmed by the large group. Children settle very quickly and become highly independent. They learn to use the toilet, put on coats, pour drinks and unwrap their lunch, needing little help. Staff use puppets and stories to explore different emotions and how actions can affect others. Children learn to play cooperatively and they are polite and considerate. Staff make excellent use of snack time to teach children. They count and sort as they prepare and share healthy snacks. They learn more about healthy eating as they grow and harvest fruit and vegetables. Children learn important life skills that prepare them well for their move to school.

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

Staff meet their responsibilities, including the safe use of social networks. The manager monitors individual and vulnerable groups of children to ensure all make good progress in relation to their starting points on entry. She meets frequently with staff to discuss individual children. Staff have well-established links with the local school and children's centre. They work closely with parents and other professionals, which contributes to children's overall well-being and good progress. The manager makes good use of her qualification by sharing her knowledge and experience with her staff team to develop their teaching practice. The staff team use a recognised quality assurance scheme to evaluate their practice and drive improvements that benefit the children.

Setting details

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| Unique reference number | EY426355 |
| Local authority | Wiltshire |
| Inspection number | 823241 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 2 - 5 |
| Total number of places | 30 |
| Number of children on roll | 43 |
| Name of provider | Cricklade Pre-School Playgroup |
| Date of previous inspection | 4 October 2011 |
| Telephone number | 01793 750 817 |

Cricklade Pre-School Playgroup opened in 1967 and registered with Ofsted in 2001. It is located in Cricklade. The pre-school opens five days a week during term times. Sessions are from 9am until 3.15pm. The pre-school receives funding for the provision of free early education for children aged two, three and four years. The committee employs five members of staff; four hold appropriate early years qualifications, including the manager who holds Early Years Professional Status.

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