

# Crimble Croft Pre-School

Aspinall Street, Heywood, Lancashire, OL10 4HW



## Inspection date

5 June 2015

Previous inspection date

18 October 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff are skilled in providing challenging and interesting activities, and adapt the learning environment both inside and outdoors based on children's interests and levels of development. As a result, children are motivated to learn, explore and make good progress in their development.
- Staff make accurate assessments and observe children in their play. Staff are quick to identify when children require additional support and work closely with parents and other professionals to further support them within the pre-school.
- Children are well prepared for starting school with essential skills. They behave well, are active learners and are able to make choices and respect the feelings of others.
- Staff work closely with specialist agencies, parents and carers to securely safeguard children's welfare. Staff teach children how to use equipment safely and manage risks. As a result, children learn to keep themselves and others safe.
- The staff team have worked together for many years. They offer consistency of care and have strong relationships with parents and the community. Parents commented very enthusiastically on how well they feel staff care for the whole family and return with younger siblings.
- The manager and the whole team implement the requirements well. Together they demonstrate a strong commitment to promoting high-quality childcare.

### It is not yet outstanding because:

- Very occasionally, larger group activities are a little too large, which results in some younger children becoming restless. This means the older children can at times be distracted. Therefore, their learning is not extended to the optimum level.
- The organisation of some daily routines occasionally interrupts children's play and learning unnecessarily.

## What the setting needs to do to improve further

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

- review larger group activities, such as story times, so that all children are fully engaged and receiving the very best learning outcomes
- review the organisation of some daily routines, such as snack time, so that children's play and learning is not interrupted unnecessarily.

### Inspection activities

- The inspector had a tour of the pre-school with the manager.
- The inspector observed activities and the quality of teaching indoors and outside.
- The inspector spoke to members of staff, parents and children at appropriate times during the inspection and held meetings with the manager.
- The inspector discussed the systems for planning children's learning experiences and looked at children's assessment records, including a sample of targeted play plans.
- The inspector checked evidence of the suitability and qualifications of staff working with the children and the manager's procedures for self-evaluation.

### Inspector

Joanne Parrington

## Inspection findings

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

Staff are well qualified in early years and regularly access training to aid their practice. Teaching is rooted from their knowledge of how children learn and their commitment to delivering good quality learning experiences. Staff provide children with a wide variety of activities that build on what they already know children can do. This means children are successfully prepared for the next stage in their learning and beyond. Children benefit from a good balance of planned adult-directed activities, which staff skilfully incorporate into children's everyday play. For example, children volunteer to hide and seek objects around the garden. Children excite as they search for the objects that begin with a certain letter sound. This promotes children's early letter sound recognition and how successful learning through play is. All children enjoy singing and story sessions. However, very occasionally, these sessions are too large in numbers of children. There are varying age groups, which means some of the younger children at times become restless. This is a little distracting for the older children, which means their learning is not fully reaching the optimum level. Parents are fully involved in their child's learning and receive detailed summaries of children's current next steps in learning, so that they can support their learning at home.

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

Children and their families are warmly welcomed into this very friendly pre-school. Children are happy, secure and confident. They build good relationships with their key person, which effectively promotes their emotional well-being. Children's behaviour is managed effectively. Staff reinforce good behaviour during activities, using lots of positive encouragement and praise, therefore, promoting children's confidence and self-esteem. Staff encourage older children to resolve their own conflict and think about the consequences of their actions. As a result, children learn to play well together. All children are effectively supported to develop their self-help skills in readiness for school. Children have free-flow access to the outdoor area, which contributes significantly to keeping children healthy and developing their physical skills.

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

The manager is motivated to drive improvements and leads a staff team who are enthusiastic about providing children with a good quality provision. Precise observation and assessment systems are in place. The manager regularly meets with staff to discuss and review children's progress. As a result, any gaps in children's learning are quickly identified, including specific groups of children, for example, children with special educational needs and/or disabilities. The manager ensures that all staff are supported, receive training and are informed about changes occurring within early years. Parents and children are fully involved in reviewing the provision, which promotes a cohesive approach and the children receive an effective start in their development.

## Setting details

<b>Unique reference number</b>	316401
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	868356
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	40
<b>Number of children on roll</b>	60
<b>Name of provider</b>	Crimble Croft Community Centre
<b>Date of previous inspection</b>	18 October 2011
<b>Telephone number</b>	01706 620 340

Crimble Croft Pre-School was registered in 2000. The pre-school opens Monday to Friday from 8.30am to 3.30pm, term-time only. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school employs eight members of staff, including the manager; all of whom hold appropriate early years qualifications. The manager has also gained Early Years Professional status.

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