

Crosspool Community Pre-School



Lydgate Lane, Sheffield, South Yorkshire, S10 5FQ

Inspection date 17 June 2015
Previous inspection date 15 May 2009

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

- Staff effectively protect children because they know the safeguarding procedures well. They have a thorough understanding of what to do, should they have any concerns about a child's welfare.
- Children behave well because staff encourage good manners and provide them with appropriate boundaries, which help them to understand behaviour expectations. As a result, children cooperate well with their friends, learn to share toys and wait for their turn.
- Children engage well in activities and are eager to learn because the staff know them well and promote their interests. Therefore, children enjoy exploring, are motivated and display high levels of concentration in their play.
- Children are well prepared for their move to school because of the good arrangements and strong links with the host school. The pre-school shares information with other settings that children attend to ensure continuity of education and care.

It is not yet outstanding because:

- Managers do not fully monitor the quality of teaching practice to ensure it reaches the highest level.
- Large-group play with children from the host school is not well organised. As a result, children are unable to develop their social skills effectively during this activity.

What the setting needs to do to improve further

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

- support staff to achieve outstanding teaching practice that benefits all children, by monitoring teaching practice further and developing ways to share best practice
- re-organise large-group play to enable younger children to fully develop their social skills with older children.

Inspection activities

- The inspector observed activities in the playroom and outside areas.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the nominated person and the manager of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children, and the manager's self-evaluation and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Ruth Moore

Inspection findings

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

Staff plan a wide range of activities that motivate children to learn. Staff show an interest in what children are saying and doing and support their ideas to extend their learning. Children are actively encouraged to develop their thinking and problem-solving skills. For example, they use their own ideas to find out how many discs will balance a weighing scale during a mathematical activity. Staff further extend children's understanding of words by using terms such as heavier and lighter. Consequently, children are confident and independent learners. This is because staff guide and support their play with a variety of good teaching techniques. Staff complete regular observations and precise assessments of children, and rigorously monitor the progress they make. Therefore, all children, including those with special educational needs and/or disabilities, and those who speak English as an additional language, make good progress and acquire the skills needed for school. Staff successfully involve parents in their child's learning. For example, parents contribute to their ongoing assessments and complete activities at home with their child. This complements their learning in the pre-school.

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

Staff offer praise and encouragement, which develops children's confidence and raises their self-esteem. Children's independence is fostered very well. For example, they serve their own drinks and choose their own activities. Children enjoy healthy snacks and an outdoor play area is freely accessible to them at all times. Therefore, their physical development and health are promoted well. Children have opportunities to play with older children on a daily basis. However, during this time the playground is very busy and noisy. Consequently, pre-school children do not have the opportunity to develop their social skills fully as they struggle to interact effectively with older children.

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

Staff are supported by a proactive committee. They complete regular reviews of all procedures to ensure that the safeguarding and welfare requirements of the Early Years Foundation Stage are promptly and continually met. Regular training opportunities undertaken by staff, ensure they are well qualified and equipped with the skills and knowledge to provide quality care and learning. This has had a positive impact on the learning experiences offered to children. The manager supports staff practice through regular team meetings and appraisals. However, the monitoring of staff practice is not yet rigorous enough to ensure the quality of teaching is consistently at an exceptionally high standard. For example, staff do not have opportunities to learn from each other so that best practice is shared. Management take into account the views of staff, parents and children to evaluate what is working well and the areas for improvement. Management take positive action to continually improve the service they provide. Consequently, children's learning and care are continually enhanced.

Setting details

Unique reference number	300933
Local authority	Sheffield
Inspection number	867279
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 4
Total number of places	21
Number of children on roll	48
Name of provider	Crosspool Community Pre-School Committee
Date of previous inspection	15 May 2009
Telephone number	07432 658057

Crosspool Community Pre-School was registered in 2000. The pre-school employs 10 members of childcare staff. Of these, three hold an appropriate early years qualification at level 3, three at level 5 and two staff hold Early Years Professional status. One member of staff holds Qualified Teacher Status and one holds a qualification at level 2. The pre-school opens all year round from Monday to Friday. Sessions are from 8.45am until 11.45 am and 12.15pm until 3.15pm. There is a lunch club held between 11.45am and 12.15pm. The pre-school provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language, and children with special educational needs and/or disabilities.

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.

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.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

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
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

