

Croft Village Pre-School and Breakfast Club

Croft Village Memorial Hall, Mustard Lane, Croft, Warrington, WA3 7BQ



Inspection date

22 March 2016

Previous inspection date

8 July 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Good progress has been made since the last inspection. The owner and manager demonstrate an earnest attitude towards providing quality care for children. Close working with the local authority and an honest reflection of their practice mean well-chosen plans for improvement have been successfully put into action.
- Interesting play spaces and equipment mean this is a pleasant and exciting place for children to be. The small numbers of children and consistent staff team caring for them enable strong bonds to be firmly established. This helps children to play and explore with confidence.
- Staff are well qualified and teaching is of a good quality across the team. Staff are adept at responding to children's ideas, such as encouraging impromptu circle games, to help children's language, physical and social skills.
- Parents are warmly welcomed and effectively engaged. They are very happy with the way the staff support their children to settle and prepare them when it is time to move to school.

It is not yet outstanding because:

- The recently improved systems that assess and monitor staff's assessments of children's progress are not yet fully embedded to check their consistency and accuracy over a period of time.
- Staff have not considered fully the ways to help children to reflect on the similarities and differences of people, families and communities beyond their own.

What the setting needs to do to improve further

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

- embed the recently implemented strategies for assessing and analysing the staff's planning and assessments so they become even more effective in enabling the swift identification of specific programmes of support for an individual or groups of children
- build on the experiences and opportunities that staff provide to further help children strengthen their developing understanding of people, families and communities beyond their own.

Inspection activities

- Prior to the inspection, the inspector viewed the previous report and information held by Ofsted.
- The inspector spoke with members of staff and children at appropriate times during the inspection. He also took account of the views of parents spoken to on the day of the inspection.
- The inspector held meetings with the nominated person/owner, pre-school manager, deputy manager and a representative of the local authority. He also discussed the self-evaluation arrangements and plans for future improvement.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's registration records and planning documentation. He checked the evidence of the qualifications and the suitability of staff and volunteers working in the setting and also looked at a range of other documentation.
- The inspector checked the arrangements for staff with first-aid training and their deployment.

Inspector

Frank Kelly

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. All staff, including the recently promoted manager, have completed safeguarding training at a level appropriate to their post and role. Staff demonstrate a very secure understanding of the child protection procedures and how to report any concerns they may have about a child. Children are cared for by suitably vetted and qualified staff. The manager's enthusiasm is infectious and the introduction of a robust system for supervision and ongoing professional development for staff at all levels, means the staff team is enthused and motivated. This is creating a strong foundation for the quality of care, teaching and learning provided for children.

Quality of teaching, learning and assessment is good

The effective organisation of the good quality equipment indoors and outside helps capture children's interest and sparks their curiosity from the minute they arrive. Pencils are freely used to make marks and play dough is used to create shapes and models. Children are confident to operate simple technology as they listen to a favourite story using headphones. Group activities, such as a phonics game or story time are organised so that the challenge is appropriate to the age and matches the skills of children in the group. There is now minimum disruption from staff undertaking domestic tasks. This means that children of all ages are gaining good listening and speaking skills. Staff plan and assess for children regularly and parents are engaged when children start. They are further supported to enhance learning at home through activity packs, such as those that support children's mathematical understanding. On a daily basis, staff skilfully recognise when to ask additional questions to help children extend their learning. For example, they ask children to consider what will happen if a piece of guttering is removed. This allows children to think and predict what they think and test out their ideas.

Personal development, behaviour and welfare are good

Good links with local schools and relevant systems for engaging other professionals are in place. This helps staff to quickly establish any additional support needed based on each child's unique needs. Staff are patient and encouraging. Children are afforded plenty of time to master skills that help them become independent, such as dressing for themselves. Children have equal access to indoor and outdoor activities. This is significantly enhanced with specific trips to a woodland area. Children thoroughly enjoy this area. They are supported well to be physically active and take risks, such as climbing trees and riding trikes down the slope. Children are well behaved and the staff's kind and polite approach provides them with a good model of how to interact with each other. Children learn about rules and fairness, such as, waiting for their turn, playing games or staying in position when lining up.

Outcomes for children are good

This lively environment and the attentive adult support help all children to make good progress. They show good levels of concentration and independence when choosing activities, helping them to build their resilience and a positive attitude to learning. Children develop the skills they need for the next stages of their learning and for school.

Setting details

Unique reference number	EY427937
Local authority	Warrington
Inspection number	1022120
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	33
Name of provider	Croft Village Pre-School Partnership
Date of previous inspection	8 July 2015
Telephone number	07961840382

Croft Village Pre-School and Breakfast Club was registered in 2011. The pre-school employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 2, 3 or 6. The pre-school opens Monday to Friday, term time only. Sessions are from 7.30am until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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