

Crimble Croft Pre-School

Aspinall Street, Heywood, Lancashire, OL10 4HW



Inspection date

8 June 2017

Previous inspection date

5 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- The manager has a positive attitude to continually raising the quality of the provision. She uses self-evaluation well and considers the views of parents, children and staff.
- Children are happy, confident and independent learners. They enjoy choosing and following their own play ideas from the richly resourced environment. Staff offer a range of exciting child-led and planned activities.
- The manager and staff effectively support children who have special educational needs and/or disabilities and help them make good progress from the time they start at pre-school. They share regular information with parents and other professionals involved in the care of the child.
- Partnerships with parents are good. Staff encourage parents' involvement in their child's learning. For example, staff provide information leaflets and promote parent access to local courses to help them support their child's progress further.
- The manager and staff establish good links with local schools. They help children develop the skills and confidence to prepare them for their next stage of learning.

It is not yet outstanding because:

- The systems for supervision of staff are not fully developed in order for all staff to share good practice and to help raise teaching to an outstanding level.
- Although staff monitor individual children's progress well, the manager does not yet precisely monitor the progress of different groups of children, such as boys and girls.

What the setting needs to do to improve further

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

- build on the system for the supervision of staff practice and increase opportunities to share good practice and raise the quality of teaching even further
- make better use of information from assessments in order to closely monitor the progress made by different groups of children.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to some parents during the inspection and took account of their views.

Inspector
Farzana Iqbal

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a secure understanding of what to do and who to contact if they have concerns about a child's welfare. Furthermore, staff carry out daily safety checks to identify and minimise potential hazards. Staff are vigilant in their supervision of children. This helps keep children safe. The manager focuses on areas of learning to help children achieve good outcomes. For example, recent communication and language training is helping staff to focus more precisely on the development of children's language skills. Parents praise the care that staff provide for children. For example, they comment that they receive detailed updates about their child's progress and ideas for activities to support children's learning at home.

Quality of teaching, learning and assessment is good

Staff effectively assess children's progress and most are well qualified. This helps them to identify any gaps in their learning. Staff plan a wide range of interesting and purposeful activities for all children. For example, children learn about the life cycle of a caterpillar and observe this through a live butterfly garden. Children enthusiastically engage in their play and learning. For example, children have a wonderful time as they explore digging vegetables in soil and learn new words. Children make further links in their learning as they listen to a favourite story about superhero vegetables. Additionally, this helps extend their understanding of healthy eating as they discuss the benefits of vegetables. Some staff use their expert knowledge during focused group activities to help children develop good early literacy skills. They use actions and visual aids to help children learn to pronounce sounds and letters precisely.

Personal development, behaviour and welfare are good

Staff are friendly, caring and attentive in their interactions with children. They are sensitive in their approach and encourage children's independence well. Children behave well. They learn to share and celebrate each other's achievements. Staff are good role models and provide clear guidance about behavioural expectations. Children benefit from physical activities to help their muscle and coordination skills. For example, they eagerly participate in daily yoga and dance sessions with staff to help invigorate them and to help them develop a sense of achievement.

Outcomes for children are good

All children make consistent progress from the time they start at the pre-school. Children are motivated and persist with new tasks that they find challenging. For example, they rejoice when they complete a computer program. Children demonstrate good attitudes to learning. They learn to count and use size and number in meaningful ways. For example, they count and match pom-poms, compare the size of play dough and count fruit portions. Overall, they develop skills that prepare them well for school.

Setting details

Unique reference number	316401
Local authority	Rochdale
Inspection number	1090832
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	40
Number of children on roll	51
Name of registered person	Crimble Croft Community Centre
Registered person unique reference number	RP518732
Date of previous inspection	5 June 2015
Telephone number	01706 620 340

Crimble Croft Pre-School registered in 2000 and is located in Heywood, Lancashire. 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 seven members of staff, including the manager, six of whom hold appropriate early years qualifications. The manager holds early years professional status.

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