

# Cromdale Way Pre-school

Tim Parry Community Centre, Great Sankey, WARRINGTON, WA5 3NY



<b>Inspection date</b>	15 January 2018
Previous inspection date	6 October 2014

<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
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

- Leaders are ambitious. They ensure staff provide a varied educational programme that meets children's needs. They have high expectations for what children can achieve.
- Staff have created a thoughtfully resourced and well-organised learning environment. Their attention to detail in planning the learning environment is a strength of the pre-school. This helps to promote children's independence and ability to follow their own interests.
- Staff are extremely positive role models for children. Their positive, cheerful approach creates a welcoming atmosphere. Children demonstrate high levels of self-esteem and a can-do attitude.
- Children progress well from their starting points. They receive effective support to catch up with their peers, where required.

### It is not yet outstanding because:

- Leaders do not consistently seek feedback from staff, parents and children to further enhance their self-evaluation procedures, and find more ways to improve and develop.
- Procedures for coaching staff do not focus sharply enough on identifying and raising the quality of staff's teaching even further.

## What the setting needs to do to improve further

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

- enhance the existing self-evaluation procedures to consistently include and consider the views of parents, staff and children
- sharpen the focus of the impact of staff skills and practice, to identify further areas to develop and raise the quality of their teaching even further.

### Inspection activities

- The inspector had a tour of the areas used for childcare purposes.
- The inspector met with the leadership team to discuss matters relating to leadership and management. She reviewed relevant documentation, including children's records and evidence of staff qualifications and suitability.
- The inspector reviewed written evidence provided by parents, and took their views into account.
- The inspector observed activities in the indoor and outdoor areas. She jointly evaluated practice with the provider.
- The inspector spoke with staff and children at appropriate times during the inspection.

### Inspector

Lauren Parsons

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Leaders and staff have a good understanding of how to identify, monitor and report concerns relating to children's welfare. Leaders have devised effective procedures to enable them to manage wider child protection concerns and monitor staff suitability. Leaders are keen to enhance the quality of the provision and have sought the support of their local authority and other local settings to do so. Leaders monitor children's progress effectively to quickly address any gaps in their learning. Leaders use additional funding effectively to help children catch up with their peers. Staff make good use of what they learn from attending training courses to enhance the care and learning opportunities provided for children.

### Quality of teaching, learning and assessment is good

Staff have a good understanding of how children learn. They plan a wide range of activities and experiences that supports children's development in each area of learning. Staff know children well and ensure that activities reflect their learning styles and what they need to learn next. Young children enjoy exploring the learning environment independently. They enjoy moving their bodies to music and exploring dough to develop their physical strength and coordination. Older children receive good support to match objects and shapes successfully around the room. They make tally charts of the insects they can see in the outdoor area. Children vote for the story they would like to hear during circle time and staff respect their decisions. Staff give children time to think and discuss their ideas, helping to promote their thinking and speaking skills well.

### Personal development, behaviour and welfare are good

Children behave well. Staff have clear expectations and help newer children to understand their daily routine. They give children the time to bring their play to a conclusion before they start to tidy up. Staff make good use of opportunities to discuss how children can look after their bodies. For example, they discuss this when children are washing their hands or eating their lunch. A well-embedded key-person system supports children's needs well and helps them to settle into the setting. Staff make good use of opportunities to help children understand more about diversity and the wider world. For example, they use a map to locate the country a child is going to on holiday and talk about what it is like there.

### Outcomes for children are good

All children progress well from their starting points. Those who require additional help receive quick identification and good staff support. Children develop a variety of skills that helps to prepare them for their future learning. They are encouraged to make choices, and participate in decision-making processes, as staff consult them and listen to their ideas, fostering children's self-esteem. Children receive good support in their early literacy skills. They learn, for example, how to rhyme pairs of words and make marks for a purpose.

## Setting details

<b>Unique reference number</b>	315215
<b>Local authority</b>	Warrington
<b>Inspection number</b>	1103655
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	Cromdale Way Pre-School Committee
<b>Registered person unique reference number</b>	RP527296
<b>Date of previous inspection</b>	6 October 2014
<b>Telephone number</b>	01925726357

Cromdale Way Pre-school registered in 1977. It operates from within Tim Parry Community Centre in Warrington. The pre-school employs four members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or are working towards them. The pre-school opens from Monday to Friday in term time only. Sessions are from 8.30am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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