

# Crocodoodle Creative Pre-School



St Peters Catholic Primary School, Sullington Way, Shoreham By Sea, BN43 6PJ

<b>Inspection date</b>	1 February 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff provide an exciting range of activities that grasp children's attention and engage them in purposeful learning. They allow them to lead their play, express their ideas and challenge their current level of understanding.
- Managers and staff monitor children's development effectively. They have a good understanding of what children know and plan how to support them even further. This helps all children to make consistently good progress.
- Staff know children exceptionally well. The bond that they have with them is strong and their knowledge of children's individual needs is impressive. Children thrive within the setting because they have high levels of confidence and self-esteem.
- Partnerships with parents are good. Staff keep parents well informed about their children's progress and how they can support them further at home. Parents speak highly of the staff and praise them for their input in their children's development.
- Staff communicate well with other settings that children attend and local schools that children move on to. They share information about children's level of development and work together. This helps provide a consistent approach to supporting their learning.

### It is not yet outstanding because:

- Although current arrangements for monitoring staff practice provide most staff with feedback to enhance their teaching, this does not extend to cover the practice of managers, to raise the overall quality of practice to an outstanding level.

## What the setting needs to do to improve further

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

- extend procedures for monitoring staff practice to provide clear feedback to all staff, including managers, about how they can improve their teaching further
- strengthen the learning opportunities and quality of interaction with children during some routine times of the day.

### Inspection activities

- The inspector observed activities and staff's interactions with children indoors and outdoors.
- The inspector spoke to staff, managers and children at appropriate times during the inspection.
- The inspector took part in a joint observation with the manager.
- The inspector viewed a range of written documents and tracked some children's progress.
- The inspector spoke to some parents to gain their views and feedback on the setting and staff.

### Inspector

Hannah Barter

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Managers and staff have a secure understanding of their responsibility to protect children from possible harm and the procedures to follow should they have concerns. Managers ensure that staff keep their knowledge up to date and have a good knowledge of current guidelines and legislation. They attend training and have regular meetings where procedures are discussed. Recruitment procedures are robust. Managers ensure all staff complete a rigorous induction process and attend regular supervisory sessions to ensure their ongoing suitability. Managers and staff strive to continuously improve. Recent staff training has had a positive impact on practice. For example, staff now feel more confident in developing children's literacy skills.

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

Staff demonstrate impressive skill when following children's ideas and extending them to provide challenge and excitement. They ask a wide variety of questions which encourage children to think and explore. For example, a discussion about a fairy led to children writing letters to her, exploring the outdoor area and using the mud kitchen to make food from carrots, mud and leaves. Children have good mathematical understanding. They count confidently without support and are learning how to estimate when measuring quantities of water. Children have excellent problem-solving skills. They concentrate for long periods and have the confidence to test out their ideas. For example, they experimented with different lengths of pipe to make a ramp for cars to travel down.

### Personal development, behaviour and welfare are outstanding

Children arrive with excitement and are happy. Staff provide excellent care and emotional support to children. Their individual needs are given the highest priority and are met sensitively at all times. Children's physical health is supported superbly. They have constant access to the outdoors and enjoy being active. Children's behaviour is impeccable. They show a real empathy and understanding towards their friends' feelings and treat each other, the staff and environment with the upmost respect. Staff encourage children to manage their own safety and take safe risks. For example, children used scissors and while doing so explained that, 'You must not mess around with scissors because you will hurt yourself.'

### Outcomes for children are good

All children, including those with additional needs, make consistently good progress, in preparation for future learning and school. They are developing good literacy skills. Younger children have opportunities to make big marks with paintbrushes and water on large chalkboards, while older children write their names and recognise letters when reading books. Children have good social skills. They understand the importance of working together and listening to each other's ideas to achieve a shared goal.

## Setting details

<b>Unique reference number</b>	EY493197
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	1026109
<b>Type of provision</b>	Full-time 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>	27
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	Crocodoodle Creative Preschool Ltd
<b>Registered person unique reference number</b>	RP909674
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07899 627 413

Crocodoodle Creative Pre-School registered in 2015. It operates from St Peters Catholic Primary School in Shoreham-by-Sea. The pre-school is open Monday to Friday from 8.50am until 3.20pm, term time only. There are eight members of staff, two of whom hold qualified teacher status. The pre-school receives funding for the provision of early years education for children aged two, three and four years old.

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