

# Crossways Pre-School

Resound, Blackhorse Road, Mangotsfield, Bristol, BS16 9BP



## Inspection date

15 March 2018

Previous inspection date

14 July 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 fully understands her responsibilities and leads the staff very well. The manager and staff work closely with parents to seek their views and opinions. For example, they use questionnaires and a parent forum to involve parents in making decisions about the running and improvement of the pre-school.
- Children enjoy attending the pre-school. They develop secure relationships with their key person and the other adults in the setting.
- Staff know the children well. They use successful methods to observe, assess and monitor children's progress. Staff plan for children's individual learning needs to support them to make good progress in their learning.
- Staff support children to learn about the lives of people with backgrounds different to their own. Children take part in activities to learn about other cultures and enjoy a wide range of stories that supports them to learn about diversity.
- Children are kind and behave well. They have a good understanding of the rules and they listen to instructions well. For example, children quickly tidy up for lunch when they hear the bell.

### It is not yet outstanding because:

- Staff do not organise some group activities as well as others. Group activities, particularly story times, are occasionally too challenging for all children to take part.
- The leaders and staff do not share key information with the other settings that the children attend, to offer more consistency in supporting learning.

## What the setting needs to do to improve further

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

- ensure that daily activities and experiences meet children's individual learning needs, with particular regard to group story sessions
- develop partnerships with the other settings that the children attend, to create a consistent approach to supporting children's learning.

### Inspection activities

- The inspector took into account the views of the parents spoken to on the day of the inspection.
- The inspector observed the quality of teaching and the interactions between the staff and children.
- The inspector looked at written documents, including staff files, policies, procedures and risk assessments.
- The inspector held a leadership and management meeting with the manager, and spoke to the staff and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager.

### Inspector

Victoria Nicolson

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The manager and staff have a good understanding of child protection issues. They understand the procedures to follow to report concerns about a child's welfare. The manager ensures the suitability of adults who are in contact with children. She follows a robust procedure to check and monitor staff suitability. The manager and staff use self-evaluation effectively. They reflect on their practice well and make changes that benefit the children. For instance, they have recently changed the layout of the room to allow children more space to use construction materials. The manager supports staff well to develop their skills and knowledge. For example, they take part in training and attend meetings. Training on supporting two-year-olds' learning has resulted in a member of staff taking the lead of the two-year-old planning, to better meet their needs.

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

Staff have a good understanding of how children learn. They provide varied opportunities for children to develop good imaginations and to enjoy making up different scenarios to support their role play. For instance, children use powder paint and water in the mud kitchen to make 'dinosaur eggs'. Staff work well with children's parents to share learning and to involve them in what their children need to learn next. For example, they have parents' meetings and parents visit the setting for stay-and-play sessions. Staff support children's early writing skills well. For example, they provide them with resources to strengthen the muscles in their hands and fingers, such as paintbrushes, scissors and water sprays.

### Personal development, behaviour and welfare are good

Staff support children's physical skills well. For example, they do a morning wake-and-shake session during which all children are active. Children excitedly copy the actions and grin with delight. Staff help children to understand the effect that exercise has on their bodies. For example, they huff and tell children that the dancing is making them a bit hot, to which children agree. Staff promote children's independence well. For instance, they teach them strategies to manage their own needs, such as through putting their hoods on first when learning to put their own coats on. Staff provide a safe and secure environment.

### Outcomes for children are good

Children gain the skills that prepare them well for the next stage of their learning and the eventual move on to school. They are motivated to learn. Young children develop a love of literacy and enjoy stories. They confidently ask staff to read to them and they listen intently. Older children gain a good mathematical awareness. For instance, they confidently count and compare quantities as they play with the building blocks.

## Setting details

<b>Unique reference number</b>	EY441373
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	1131795
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	Crossways Pre-School
<b>Registered person unique reference number</b>	RP522164
<b>Date of previous inspection</b>	14 July 2015
<b>Telephone number</b>	01179573923

Crossways Pre-School registered in 2012. The pre-school operates in Mangotsfield, South Gloucestershire. The pre-school opens during term time only, from 9.30am to 2.30pm every day. The manager is qualified at level 4 in early years management and level 3 in early years childcare and education. Her six staff all hold relevant qualifications at level 3. The pre-school receives funding for the provision of free early education for children aged two, three and four years.

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