

The Croft Pre-School

Gutterscroft Centre, Haslington, Crewe, Cheshire, CW1 5RJ



Inspection date

20 March 2018

Previous inspection date

9 July 2014

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

- Partnerships with other early years settings are strong. The manager and staff build successful links with other professionals and early years settings that children attend to promote continuity in children's progress and well-being.
- Children's behaviour is good. Staff use clear and consistent guidance to promote positive behaviour. They help children to understand the impact their behaviour has on others.
- The key-person system works well for children and parents. The key person takes time to get to know children and their families well, and discussions with parents help to establish each child's starting points when they first start. Staff use focused daily key-group activities to know and understand where key children are in their development.
- Children access a wide variety of interesting and motivating learning experiences. They spend long periods of time engaged and focused on activities and they display a positive attitude towards learning.

It is not yet outstanding because:

- Staff do not give enough consideration to children who are learning English as an additional language to hear their home language.
- Staff do not fully support parents with sharing information on their children's next steps to help them continue to support their children's learning at home.

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 opportunities for children who are learning English as an additional language to hear and use their home language, to fully support their language development
- strengthen the strategies that are in place to help parents support their children's learning at home.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this had on children's learning.
- The inspector completed a joint evaluation of an activity with the manager.
- The inspector took into account views of parents.
- The inspector spoke to the manager, staff and children at appropriate times. She looked at relevant documentation and checked the suitability of persons working on the premises.

Inspector

Lesley Bott

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff know the procedures they must follow if they are concerned about a child's welfare. They take all necessary steps to keep children safe and secure as they play. The committee and manager follow rigorous recruitment, supervision, training and appraisal processes to support the ongoing suitability of staff and raise the quality of teaching practice. Parents are invited to become committee members and be involved in leading and managing the setting. The manager monitors the progress that children make and uses this well to identify any gaps in their learning, which are swiftly addressed and closed. The relationship with the local school is extremely strong. School teachers are invited to the pre-school to meet the children, and staff take them to various school events. This helps to familiarise children with the school environment and helps them to be prepared emotionally for the move to school. The manager uses self-evaluation together with the views of parents from annual questionnaires, to support continual improvement.

Quality of teaching, learning and assessment is good

Staff know the children well and plan appropriate activities to meet their needs and interests. They regularly observe and assess the children to ensure they remain on track with their learning and development. Staff carefully plan adult-led experiences to support children who find concentrating difficult. Children's curiosity is aroused when staff introduce exciting new objects from a covered tray. They remain focused on the activity as they correctly remember which items have been removed by the member of staff. Staff provide a variety of sensory experiences for the children. Children delight in regular opportunities to dig and plant in the soil, hide toys in the sand and use chunky brushes to paint as they express their creativity and imaginations. Staff help to enhance children's communication and language skills well. Conversations between staff and children are rich and meaningful and staff show a genuine interest in what the children have to say.

Personal development, behaviour and welfare are good

The pre-school is warm and welcoming. Children enjoy being active and have daily opportunities to be outdoors to appreciate the fresh air and exercise. This helps children develop their physical skills and learn about the natural environment. Children thoroughly enjoy their weekly physical education session where they balance, hop and move as they get physical indoors. Children show good levels of confidence in taking the lead. Children choose from healthy and nutritious snacks. They serve their food and drinks independently at snack time and thoughtfully assist other children.

Outcomes for children are good

Children make good progress from their starting points. They are eager and enthusiastic learners who are developing and progressing well for their next steps in learning. Children initiate their own play and make their own choices from the well-organised resources available for them. Older children are beginning to recognise their own name in print and identify letters and the sound they make.

Setting details

Unique reference number	305366
Local authority	Cheshire East
Inspection number	1103495
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	26
Number of children on roll	15
Name of registered person	The Croft Pre-School Management Committee
Registered person unique reference number	RP906649
Date of previous inspection	9 July 2014
Telephone number	07790 793353

The Croft Pre-School registered in 1981. It is managed by a committee and operates from the Gutterscroft Centre in Haslington, near Crewe. The pre-school opens Monday to Friday, during term time from 9am to 3pm. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and above. The pre-school provides funded early years education for two-, three- and four-year-old children.

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