

Crowle Pre-School

Crowle Parish Hall, Crowle, Worcester, Worcestershire, WR7 4AZ



Inspection date

23 April 2018

Previous inspection date

7 December 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 management team is passionate and enthusiastic about providing high-quality care and education for children. It fully understands the benefits of self-evaluation and since their last inspection, it has devised detailed improvement plans to enable the setting to continually move forward.
- Children develop warm and affectionate relationships with staff. They are happy, settled and enjoy their time at the pre-school. They develop confident social skills in readiness for school.
- Children build good links with their local community. They have frequent walks around the local area, share special events with others and invite visitors into the pre-school.
- Teaching is good. Staff expertly ask questions to develop children's understanding and communication skills. They plan a good range of interesting activities to meet the individual needs of children.
- Staff encourage children to behave well. They share their golden rules and develop children's understanding of good behaviour.

It is not yet outstanding because:

- Although new systems to monitor and enhance staff's practice have been identified, such as through appraisal, supervision and peer reviews, these systems are not fully embedded to fully support and enhance staff's practice.
- On occasions, staff do not explain clearly enough to parents how they can access current information or receive updates about their children's assessment and development.

What the setting needs to do to improve further

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

- implement and fully embed new systems identified for staff supervisions and ongoing support to enhance teaching practices
- enhance ways of assisting parents on how to access information about their children's assessments to ensure they have a clear understanding of their children's progress.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to 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 a number of parents during the inspection and took account of their views.

Inspector

Julie Preston

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff have a good understanding of the procedures to follow and whom they must report to, should they have concerns about a child's welfare. Staff undertake effective risk assessments to provide a safe environment. The manager implements systems for the safe recruitment of staff. She checks their ongoing suitability and supports continued staff development. The manager and staff develop good partnerships with other settings, for instance, to support improvement, in order to share good practice and to enhance staff's teaching skills. Self-evaluation is effective. The management team implements effective monitoring systems to ensure children continue to make good progress. It strives to continuously improve the pre-school and seek the views of children, staff, parents and other professionals to continually improve their service. Recent training has increased staff's knowledge of safeguarding. Staff deploy themselves effectively, maintain ratios and supervise children well.

Quality of teaching, learning and assessment is good

Staff know the children well and have a good knowledge of how they learn. They use their observations and assessments to plan effectively for children's next steps in learning. Staff provide a stimulating and enabling learning environment. They join in with children's play and children have an enjoyable time. They provide a variety of activities and themes to help maintain children's interest and to support their development. For example, younger children go hunting for 'dragons' as part of their St. George's day activities, while older children participate in forest school sessions. Staff provide children with clear explanations during their activities. Overall, parents receive information about their children's day, such as through discussions with staff, newsletters and open days at the pre-school. Parents state they are very happy with the service provided.

Personal development, behaviour and welfare are good

Children settle quickly and develop strong emotional attachments to their key person. They show that they feel safe and talk confidently to visitors. Children are encouraged to adopt a healthy lifestyle. They have daily opportunities to be active and eat a well-balanced diet. Staff guide parents who provide packed lunches for their children to include healthy food and drinks. Children have opportunities to make decisions about where they will play. They pour their own drinks and demonstrate a good knowledge of hygiene routines, such as washing their hands after they have used the toilet. Children behave well and the atmosphere in the pre-school is calm. Staff regularly praise the children's efforts, which positively boosts their self-esteem.

Outcomes for children are good

Children of all ages enjoy their learning and quickly gain the skills they need for the next stage in their learning. Individual children and groups of children are progressing well in relation to their starting points. This includes children who have special educational needs and/or disabilities and those who receive additional funding. Children are confident and eager learners, helping older children to be ready for school when the time comes.

Setting details

Unique reference number	205215
Local authority	Worcestershire
Inspection number	1120428
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 9
Total number of places	36
Number of children on roll	75
Name of registered person	Crowle Pre-School
Registered person unique reference number	RP518298
Date of previous inspection	7 December 2017
Telephone number	01905 380 031

Crowle Pre-School registered in 1992. The pre-school employs 12 members of childcare staff. Of these, 10 hold appropriate early years qualifications, including two at level 6, one at level 4 and six at level 3, and one has achieved early years professional status. The pre-school opens from Monday to Friday during school term time. Before-and-after school sessions operate from Monday to Friday from 7.45am until 8.50am and from Monday to Thursday from 3pm until 6pm. Pre-school sessions are from Monday to Thursday from 9am until 3.45pm and on Fridays sessions finish at 12 midday. The pre-school provides funded early education for two-, three- and four-year-old children.

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