

# Crosspool Community Pre-School



Lydgate Lane, Sheffield, South Yorkshire, S10 5FQ

<b>Inspection date</b>	3 July 2018
Previous inspection date	17 June 2015

<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

- The key-person system is effective. Children benefit from effective partnerships between their parents and the pre-school. Practitioners confidently share relevant information. This means parents receive the support and guidance they need to extend their children's learning at home.
- Practitioners and leaders put children at the centre of everything they do. The strong ethos is evident throughout the pre-school. Children are emotionally secure and confident in the welcoming, nurturing environment provided for them.
- Practitioners arrange the learning environment for children well. It is imaginatively and creatively organised to provide a stimulating space. This helps children to explore recent learning, practise new skills and follow their own interests.
- Leaders are highly motivated and strive for excellence. There are good systems in place to reflect on practice and prioritise improvements. They have the full support of the committee and the practitioner team's commitment to their work with children.

### It is not yet outstanding because:

- Information from assessment, although accurate, is not always used in a timely manner to precisely match children's individual learning needs. As a result, children do not always have enough opportunities to achieve at the very highest levels.
- Systems developed to monitor the progress that different groups of children are making are not fully embedded into practice.

## What the setting needs to do to improve further

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

- enhance the use of information gained from initial assessments to focus more sharply on what individual children need to learn next and help close any gaps in their learning at a faster rate
- enhance systems of monitoring children's progress to enable leaders to compare the progress made by different groups of children.

### Inspection activities

- The inspector conducted a joint observation with the pre-school manager.
- The inspector observed activities and the quality of teaching.
- The inspector held meetings with the chairperson of the committee, the manager and deputy manager of the pre-school. She held discussions with other staff members about their roles and responsibilities, including safeguarding.
- The inspector took account of the views of parents.
- The inspector checked evidence of the suitability and qualifications of staff working with children.

### Inspector

Kim Barker

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Leaders fully understand their responsibilities with regard to local safeguarding procedures. As a result, staff know how to keep children safe. They are always alert to the signs that may indicate that a child is at risk of abuse or neglect. Leaders operate an effective system for recruitment, induction and ongoing support to ensure that staff are well qualified and they are suitable to work with children. Observations of staff practice inform discussions about how to continually improve the quality of teaching. Strong partnerships with the host school and other professionals ensure that all children receive prompt support when needed.

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

Practitioners make frequent observations of children's achievements in their learning. They are familiar with using this information to track the progress children make. Children make good progress in their learning and development. This is because all practitioners have high expectations of what children can achieve in their learning. They organise a wealth of experiences that provides challenge during children's play. For example, children learn how to recognise numerals and add one more to a number as they play a game. Practitioners know how to adjust their questioning to each child's individual learning need. This helps most-able children to make simple additions and subtractions as they play.

### Personal development, behaviour and welfare are good

Home visits, settling-in sessions and all transitions are carefully planned. Practitioners work very well together as a coordinated team. They provide a rich environment, indoors and outdoors. Practitioners skilfully help children to learn how to take developmentally appropriate risk and develop their physical skills. For example, children learn how far they can climb to let themselves down gently. Practitioners are sensitive, provide affection and stability and build on children's self-esteem. They expertly plan small-group times to promote children's self-assurance. This helps to prepare children for the eventual move on to school. Children are encouraged to be independent and make important health choices. For example, they learn to keep themselves safe outside by following the pre-school's rules. They move their name card and put on a high-visibility jacket and a sun hat before they go out to play.

### Outcomes for children are good

Children display high levels of independence, trust, curiosity and concentration. They are extremely happy and settled, play cooperatively and show respect to each other. Children have many opportunities to make marks. For example, they make lists outdoors in the home corner. Children freely develop their ability to be creative; they access a wide range of resources to paint, cut, glue and stick. Children learn mathematical language about size and make estimations about the number on cards they choose. They are encouraged to recognise their own names in print and see labels in the environment. Children identify letter sounds and begin to build words from the letter sounds they know.

## Setting details

<b>Unique reference number</b>	300933
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	1090515
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	3 - 4
<b>Total number of places</b>	21
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	Crosspool Community Pre-School Committee
<b>Registered person unique reference number</b>	RP520507
<b>Date of previous inspection</b>	17 June 2015
<b>Telephone number</b>	07432 658057

Crosspool Community Pre-School registered in 2000. The pre-school employs seven members of childcare staff. Of these, two hold an appropriate early years qualification at level 3, one at level 6 and one at level 2. Two staff hold early years professional status and one member of staff holds qualified teacher status. The pre-school opens term time only from Monday to Friday. Sessions are from 8.30am until 11.30am and 12.30pm until 3.30pm. There is a lunch club held between 11.30am and 12.30pm.

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