

# Crabbs Cross & Hunt End Pre-School

St. Peters Church Hall, Littlewoods, Crabbs Cross, REDDITCH,  
Worcestershire B97 5LB



<b>Inspection date</b>	6 December 2018
Previous inspection date	16 July 2014

<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 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 pre-school is very well organised. Managers and staff successfully implement a range of records, documents and policies. This help them to promote children's learning, safety and welfare at a good level.
- Staff are warm, caring and approachable. They get to know children well from the outset. They help children become familiar with the environment and settle in. Children are happy, content and comfortable attending.
- The environment is bright and well resourced. Overall, the curriculum is varied. Staff provide children with a range of experiences. Children are motivated to play, explore and learn.
- Managers have a good overview of children's progress. This helps ensure all children continually progress well, including those in receipt of funded education.
- The pre-school special educational needs coordinators are knowledgeable. All children requiring additional help benefit from the targeted support they need. This means gaps in children's attainment are narrowing.
- Partnerships with parents, professionals and other providers are good. Staff use a variety of methods to ensure two-way information sharing about children's care and learning. This helps foster good continuity.
- Managers do not fully consider ways to raise teaching and the activities provided to an outstanding level. Therefore, on occasion, the quality can be slightly variable. This does not help foster children's progress at a consistently high level.
- Managers do not make the best use of self-evaluation. Staff are not fully included in setting clear targets for future development to help elevate the overall standards to outstanding.

## What the setting needs to do to improve further

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

- consider further ways to raise the quality of teaching and the activities provided to a consistently outstanding level
- increase self-evaluation, including staff involvement, and set even clearer targets for development to help elevate the overall standard to the highest level.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors. She assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager of the pre-school.
- The inspector spoke to staff and held a meeting with the pre-school manager.
- The inspector looked at relevant documentation and checked evidence of the suitability of staff working in the pre-school.
- The inspector spoke to children and parents during the inspection and took account of their views.

#### Inspector

Josephine Heath

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The environment is risk assessed and staff complete daily safety checks to help reduce all hazards. Managers and staff have good knowledge of child protection issues. They can identify indicators of child abuse or neglect and know how to manage concerns. This helps to keep children safe and protect them from harm. All staff are well qualified. Managers supervise staff and ensure they benefit from opportunities to improve their skills. This has a particularly positive impact on the quality of care provided. Self-evaluation is in place and managers are ambitious. This helps them to continually maintain good overall standards.

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

Staff observe children and make accurate assessments of their learning. They use the information obtained to plan suitably challenging activities that help meet children's individual learning needs. For example, children delight in the imaginative and creative activities provided. Children greatly enjoy small-world play with trains and building using construction resources. They like painting using paint pens at the art easel, and they also make gingerbread men pictures and Christmas tree collages. Children enjoy pretend play in the home corner, either caring for baby dolls or being doctors, and they also like rehearsing their parts in the Christmas nativity play. Therefore, children have great fun and continually develop good skills across different aspects of their development. Furthermore, children with special educational needs are particularly well supported.

### Personal development, behaviour and welfare are good

Staff help children learn about the importance of living healthy lifestyles, including eating well, taking exercise and adopting good hygiene practices. Children learn to manage their self-care needs independently. For example, they take responsibility for their own belongings, such as taking off their coats and hanging them up. They routinely wash their hands when necessary and learn to wipe their own noses with a tissue. They also help themselves to snacks if they want to and make choices about what they are going to have. The pre-school is inclusive and welcoming. Staff find out about children's home lives. They help them learn about their similarities and differences. Children are confident and this helps to promote their self-awareness. Staff promote children's good behaviour in a positive way. They teach children to follow the pre-school's rules. Children learn to be respectful. For example, they are polite, friendly and kind.

### Outcomes for children are good

Children are becoming highly successful learners who develop the skills they need to move on to school. For example, children learn to be sociable. They share, take turns and mix well with others. Children gain good skills in communication and language. They delight in singing sessions. Children listen to their teachers and each other. They share their ideas and express themselves in a range of ways. Children also develop good skills in literacy. During welcome group time, they find their own names and self-register. They like looking at books independently and enjoy story time with their teachers. They also enjoy opportunities to draw, colour and practise their writing, both on the mark-making table and through their play.

## Setting details

<b>Unique reference number</b>	EY340614
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	10069908
<b>Type of provision</b>	Sessional day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	16
<b>Name of registered person</b>	Crabbs Cross & Hunt End Pre-School Limited
<b>Registered person unique reference number</b>	RP910769
<b>Date of previous inspection</b>	16 July 2014
<b>Telephone number</b>	0795 199 7022

Crabbs Cross & Hunt End Pre-School registered in 2006 and is situated in Redditch, Worcestershire. The pre-school employs five members of childcare staff, all five of whom hold appropriate early years qualifications at level 3. The pre-school operates during term time only. Sessions are available on Tuesday to Thursday from 9am until 3pm and on Friday from 9am until 12.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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