

Credenhill Pre School

Credenhill Social Club, Station Road, Credenhill, Hereford HR4 7EY



Inspection date	17 December 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	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 manager is well organised and strives for excellence. She leads staff who are motivated, enthusiastic and want the best for all children. They continually reflect on their practice and quickly identify where improvements can be made.
- The pre-school is clean, bright and welcoming. A wide range of interesting resources, toys and equipment are available indoors and outside. Children are happy and have fun. They safely explore and become independent in their play.
- Children have strong attachments with the kind and caring staff. They are confident to seek support from them when required. Staff meet their individual needs well and they feel secure in their care.
- Children behave well. They learn to share, take turns and have good manners. Staff give children clear guidance and expectations for their behaviour.
- The pre-school has formed strong partnerships with the local school. Children often attend school events and learn about their community, for example, by taking part in fundraising activities.
- Parents advise they are very happy with the care and education their children receive. They comment on the friendly staff, and how safe and happy their children are at the pre-school.
- Staff do not always give parents enough encouragement and support to share information about what their children are achieving at home, in order to build on this further in the pre-school.
- Sometimes, staff ask children too many questions when they are engaged in meaningful play, which interrupts their independent thinking and discovery.
- On occasions, staff do not organise group activities well enough to ensure that the youngest children are as fully engaged in their learning as the older ones.

What the setting needs to do to improve further

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

- support parents more effectively to share details about what children are learning at home, to inform plans for future learning
- monitor children's engagement in activities and help staff know when and how to intervene without inhibiting learning
- organise group activities more effectively, so that the youngest children are as fully engaged in their learning as the older ones.

Inspection activities

- The inspector had a tour of the premises and observed children engaged in a variety of learning experiences, indoors and outdoors.
- The inspector observed and evaluated a learning activity with the manager.
- The inspector viewed evidence of the suitability of staff working at the pre-school.
- The inspector spoke to the manager and staff about their priorities for improvement.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Tina Smith

Inspection findings

Effectiveness of leadership and management is good

The newly appointed manager has a good knowledge and understanding of how children learn and develop. She works alongside staff each day which provides her with an accurate overview of the quality of teaching and learning. The manager regularly checks children's individual progress to identify any gaps in their learning and development, to swiftly provide any additional support they may need. She meets regularly with staff to identify training and development opportunities, and discuss how they can enhance their teaching. The manager uses additional funding effectively to support good outcomes for children and enrich their learning. Safeguarding is effective. Recruitment and vetting procedures are rigorous and induction procedures are good. The manager and staff understand how to recognise possible signs and symptoms of abuse and are confident in the procedures to follow if they have concerns about a child's welfare.

Quality of teaching, learning and assessment is good

Staff provide routines and an environment that encourages children to develop their independence, curiosity and confidence to explore. They talk to children about what they are doing, helping them to make links between words and actions. For example, after snack time, children competently wipe the table and wash up cups. Young children focus and engage well as they excitedly splash the water. Staff sit alongside, offering lots of praise and encouragement. They effectively promote children's speaking skills as they adapt language, repeating their phrases and correcting the words children say. Young children eagerly explore glitter and dough, using a selection of cutters to make shapes.

Personal development, behaviour and welfare are good

Staff promote children's health and physical development well. They provide nutritious snacks. Children help themselves to fresh fruit and breakfast cereal, carefully pouring the milk into their bowls. They adopt good hygiene routines, such as hand washing. Staff know the children and their families very well. Children are relaxed and display a sense of belonging. Young children sleep peacefully in comfortable surroundings. Staff regularly check on them to ensure they are safe and well. Children have lots of opportunities to be physically active outdoors in the fresh air. They explore the outdoor space with enthusiasm and excitement. Children show high levels of concentration as they eagerly fill and empty toy trucks with sand and water. Young children use their imagination as they pretend to make soup in the outdoor kitchen. They think and predict as they measure the water and pour it into different-sized saucepans.

Outcomes for children are good

Children make good progress and acquire the key skills required in preparation for school. Children are beginning to understand boundaries and make choices about what they want to play with. Through their explorations, young children delight in testing out their ideas, watching what happens when they turn the outdoor water tap on. Children's early mathematical skills are developing as staff incorporate numbers, counting, shape and size into everyday activities. They are developing some literacy skills. Children listen attentively at story time and join in with action songs.

Setting details

Unique reference number	EY537126
Local authority	Herefordshire
Inspection number	10076794
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	
Number of children on roll	14
Name of registered person	Holmer Pre-School Ltd
Registered person unique reference number	RP527064
Date of previous inspection	Not applicable
Telephone number	07713578129

Credenhill Pre-school registered in 2016. The pre-school employs three members of childcare staff. Of these two hold appropriate early years qualifications to at least level 4. The pre-school opens during term time only from 8am to 5pm Monday to Friday. The pre-school provides funded early education for two-, three-and four-year-old children.

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