

The Crescent Pre-School



Crescent Primary School, Toynbee Road, EASTLEIGH, Hampshire SO50 9DH

Inspection date	2 April 2019
Previous inspection date	19 January 2016

The quality and standards of the early years provision	This inspection:	Good	2
	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 leadership team have high aspirations for their staff and are creative in finding ways to further develop their knowledge. This is evident in the extensive range of training that all staff willingly undertake. Children benefit from captivating play areas and staff who are energised by new ideas and who demonstrate great team work.
- Staff share accurate assessments of children's progress with their parents. Together they agree and work towards the next steps in children's learning and care. Positive and respectful partnerships underpin children's good levels of progress.
- Staff work sensitively and effectively with parents and other professionals, to secure and deliver any additional help that children require. The deputy manager is skilled and successful in boosting children's confidence and skills. For instance, children respond very quickly to her small group teaching sessions in the cloakroom.
- The environment in the pre-school room does not fully support the good-quality of teaching and literacy work that staff deliver. Children cannot hear themselves, their friends' or their teachers' voices clearly enough to fully develop their ideas through many daily interactions, such as conversations and story telling.
- On the whole, children's behaviour is excellent. For example, they treat technological toys with enthusiasm and respect. Older children show kindness and compassion towards younger children. There is a joyful atmosphere across the pre-school.
- The manager and staff are very supportive and inclusive in welcoming families with a diverse range of backgrounds. However, planning for children to learn about cultures and communities beyond their own experiences is limited in scope and impact.
- Children make consistently good progress in their learning. They are emotionally, socially and academically well prepared for the next stage in their learning.

What the setting needs to do to improve further

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

- improve the environment to enable all children to hear speech clearly and make even more progress in their speaking and literacy skills
- identify clear goals and strengthen the quality of teaching, to help children explore cultures and communities beyond their immediate experience.

Inspection activities

- The inspector talked to parents and carers at the beginning of the session to gather their views on the pre-school and their children's progress.
- The inspector observed the quality of teaching and the impact this has on children's learning and development, both inside and outside.
- The inspector listened to and talked with children as they played and reviewed how well staff monitor and develop children's achievements.
- The inspector sampled policies and spoke to staff to gauge their understanding of safeguarding arrangements and how they promote children's welfare.
- The inspector undertook one joint observation with the manager and another with the director to understand how staff training and support improved outcomes for children.
- The inspector looked at a range of documentation, including information about staff recruitment, suitability checks and training and discussed plans for further improvement with the leadership team.

Inspector

Helen Robinshaw

Inspection findings

Effectiveness of leadership and management is good

The manager is highly qualified and very effective in improving children's experiences at the pre-school. Staff and parents communicate their respect for her and quickly engage in new initiatives, such as their 'rainbow challenge'. This came about because the manager carefully monitors the progress that every child makes and found weaker areas of staff practice. As a direct result of the challenge and better partnership working with parents, further evaluations indicate improvements in staff practice and children's development. Safeguarding is effective. All staff have recently completed advanced level training in child protection and many other areas of safeguarding. The manager checks that staff remain alert and responsive to any such concerns.

Quality of teaching, learning and assessment is good

Staff know all the children well and swiftly adapt their teaching to cater for each child's level of understanding and interests. This is evident in the wide range of conversations they have with children. For example, inquisitive to discover a new play area, children explore the world of veterinary care. They dress up in medical uniforms, grab a stethoscope and choose a 'sick animal' from a wide range of available soft toys. Staff skilfully follow and extend children's interests. They introduce more specific vocabulary and ideas about the world. One child thinks further about where wolves live and why they howl. Another confidently concludes that her snake has eaten too many birds. Staff gently expand children's imaginative play to introduce mathematical concepts, such as agreeing the shape, size and position of the bandages that younger children ask them to make. Children are enthusiastic learners who play creatively all session.

Personal development, behaviour and welfare are good

Staff quickly establish warm and secure relationships with children. This contributes to children's strong sense of belonging and emotional security. Children willingly take on new challenges and ask for help when they need it. For instance, staff help children to think about their own safety as they use outdoor climbing frames and construction equipment. Children learn to manage small responsibilities, such as tidying up their own spills to make sure their friends do not slip. Staff share a great deal of information with families about healthy eating. Children learn to make balanced choices at snack time and understand that physical exercise can help to strengthen their bodies.

Outcomes for children are good

All children make good progress in their learning. Children who start with delayed communication and language skills, for different reasons, receive the additional help they need to make excellent rates of progress. They are well prepared to make the most of the next stage in their learning. Older boys, especially, delight in using different writing tools, such as chalks and white board pens. On this occasion, girls showed a preference for sounding out words and reading back familiar text, including the names of their friends. All ages of children listen attentively and respect each other's ideas and choices during small and large group adult-led activities. This helps to prepare them well for future activities in the community, such as at clubs or school. Children are confident to express their own preferences and they are keen to cooperate with others.

Setting details

Unique reference number	EY401146
Local authority	Hampshire
Inspection number	10074345
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	30
Number of children on roll	47
Name of registered person	Sergeant, Jayne Marie
Registered person unique reference number	RP909366
Date of previous inspection	19 January 2016
Telephone number	02380 620300

The Crescent Pre-School registered in 2009. It operates from within the grounds of Crescent Primary School in Eastleigh, Hampshire. The pre-school is open from 9am to 3.30pm, each week day during term times. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. Including the owner there are nine members of staff, all of whom hold relevant early years qualifications at level 3 or above. The owner holds early years professional status and the manager holds an honours degree in Education.

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