

Inspection of Crudwell Pre-school

Crudwell Village Hall, 2 Tetbury Lane, Crudwell, Wiltshire SN16 9HB

Inspection date: 2 December 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children receive a warm welcome from the friendly and caring staff. They settle quickly, and staff have developed strong bonds with them. Staff know the children well and take into account each child's personality when settling them in the morning. For instance, quieter children are supported to look around all the activities on offer with a member of staff to help them to decide what they would like to do. Children have good opportunities to learn about a range of different celebrations and special events. For instance, they have been learning about Hanukkah and thinking about the similarities between festivals they celebrate.

Staff offer children lots of praise and encouragement when completing tasks. This helps to build children's self-esteem and confidence. Staff think carefully about how they can support all children to have the same opportunities and experiences to ensure that they are ready for the next stage in their learning and to be successful learners. For instance, staff have added post boxes to the pre-school and supported children to learn about posting and receiving letters. Staff use their observations of children to help to plan the next steps in learning, to enable children to make good progress.

What does the early years setting do well and what does it need to do better?

- Children's communication and language are promoted well. For instance, staff use good questioning skills to get children to think of their own ideas, and they give plenty of time for children to think and respond. Staff ensure that children hear a range of words to extend their vocabulary. They introduce new words for children to hear, such as 'Arctic' and 'northern lights'.
- Staff support children's mathematical development effectively. For example, they encourage children to use mathematical language as they fill and empty containers in the sand tray. Outdoors, children reorder a number line from one to five. Staff offer guidance but do not over-direct children's learning.
- Overall, children's behaviour is good. However, at times, when children require extra support to understand the expectations for behaviour, not all staff give clear and consistent messages about what is acceptable. This does not support children to learn what is expected of them.
- The manager is dedicated to the continual improvement of the pre-school. She includes staff's ideas and suggestions. For instance, staff observed that the book corner was not being used by the children. They reflected on this and made the area more comfortable.
- Staff form positive relationships with families. They use a variety of ways to keep parents updated about how their children are progressing. They share children's learning records, hold regular parents' evenings and provide feedback at the end of the session. However, staff do not maximise opportunities to share

ideas with parents, to further support their children's learning at home.

- Children are given lots of opportunities to be independent. For example, older children take care of their self-care needs. Younger children show confidence as they pour their drinks at snack time. All children are encouraged to develop a 'can-do' attitude. They all try putting on their coats, and some older children are able to do up their own zips.
- The manager provides staff with regular supervision sessions and support. In these sessions, they discuss staff's practice, workload and training needs. Staff have opportunities to access training. For instance, all staff now have access to an online training portal. Recent training has supported them to think about the different ways in which children learn, to engage children further.
- Staff have a good understanding of how children learn and develop. For example, they split younger and older children for registration so that younger children are not sat for extended periods. During older children's registration sessions, staff focus on children's literacy development. Children show confidence as they think of different words beginning with the sound of the week.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure knowledge of safeguarding procedures and their role to keep children safe. They have a good understanding of how to identify potential signs and symptoms of abuse, and know the procedures they would use to report any concerns. The manager implements robust recruitment procedures, which helps to ensure staff are suitable to work directly with the children. Staff use thorough risk assessments to keep children safe and secure at all times when playing outdoors. They have made changes to the outdoor area to make areas more visible so that staff can see children at all times.

What does the setting need to do to improve?

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

- ensure that all staff implement consistent behaviour management procedures so that all children gain clear and consistent messages about what is expected of them
- enhance children's development further by providing support for home learning opportunities.

Setting details

Unique reference number	199436
Local authority	Wiltshire
Inspection number	10125947
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	24
Number of children on roll	19
Name of registered person	Crudwell Pre-School Committee
Registered person unique reference number	RP520508
Telephone number	07986 622191
Date of previous inspection	17 December 2014

Information about this early years setting

Crudwell Pre-school registered in 1992. It operates from Crudwell Village Hall in Crudwell, Wiltshire. The pre-school opens on Mondays, Wednesdays and Fridays between 9am and 3pm, term time only. There are five members of staff. Of these, one has early years professional status, the manager holds a level 5 qualification, one staff member has a qualification at level 3, and two staff are unqualified. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kelly Sunderland

Inspection activities

- The inspector conducted a learning walk with the manager of the pre-school and discussed the process of evaluation and how the early years provision and the curriculum are organised.
- The manager and the inspector conducted a joint observation of an activity.
- Parents gave their views on the setting through discussions with the inspector on the day of the inspection.
- The inspector held discussions with children, staff and the manager at appropriate times during the inspection.
- The inspector sampled a range of relevant documentation including staff's suitability checks, training records and policies and procedures.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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