

Inspection of Crossbow Preschool

St Peter's Hall, School Road, Frampton Cotterell, Bristol BS36 2DA

Inspection date:

26 November 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

All children enter the setting happily and immediately access the activities on offer. Staff greet children enthusiastically as they arrive. Children behave and interact well together. They are encouraged to manage their own feelings effectively, such as to talk to their friends when they are unhappy or frustrated, rather than to shout at each other. Children choose what to do and play with. They enjoy regular opportunities to wander between the inside and outside play areas. Children develop their physical skills well, such as when they ride bicycles and run around. However, some children are left to play alone for too long with little or no adult interaction. Nevertheless, when staff do interact with children, they support children's communication and language skills and use questions appropriately, to help children think and solve problems. Staff observe children and assess their stages of development, but they do not use this information successfully to provide consistently challenging learning experiences. Staff do not recognise that adult-led activities are not appropriate for all children. The younger children do not develop their knowledge and skills during planned activities as well as the older children. For example, during circle time, older children are encouraged to recognise numbers and letters, while the youngest children who sit with them and watch are not at this stage of development yet.

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

- The new manager has a clear vision for the future of the setting and has taken some action towards this. She has identified some areas for development, such as providing activities that help support children's problem solving and learning through trial and error. However, she has yet to implement all changes, such as improving the support for staff to enable them to develop the quality of teaching, with particular regard to the provision for the youngest children. During large-group activities, staff concentrate on the older children's abilities, and so the younger children sit quietly and do not take part.
- Children are happy and settle quickly into their play. They interact well with each other and their behaviour is good. They understand the rules of the setting and know how to keep themselves safe. For example, when using tablet devices, children know to let a member of staff know if something appears on the screen that they are unsure about.
- Children listen with enjoyment to stories and develop an early interest in books. Staff ask children questions about the pictures and the children confidently respond with their ideas and own experiences.
- Staff recognise their key children's next steps. However, staff do not consistently support and focus on these, particularly during long periods where children choose what to play with, to help build on what the children know and can do. As a result, although children play happily, they do not make consistently good

progress in their learning.

- Children enjoy the range of activities on offer during the session. Nonetheless, staff do not recognise when some children have been playing alone without interaction or support for a long time, which does not support children's language skills effectively.
- Children enjoy being able to develop their independence, such as pouring drinks at snack times and getting dressed to play outside. Staff praise them enthusiastically when they successfully put on their coat by flipping it over their head, which helps to build children's confidence.
- Relationships with parents are strong. The introduction of home visits has been received positively and helps towards the settling-in processes for the children. Parents report on how well the staff get to know the children and how warmly they welcome them to the setting. Parents receive regular information regarding their child's experiences. However, the staff have yet to develop how they share information with other early years settings children attend, to help build a consistent approach towards children's learning.

Safeguarding

The arrangements for safeguarding are effective.

Staff recruitment and induction procedures are good. The manager, staff and chairperson are all clear about the procedures to follow should they have any concerns about a child's welfare. They are confident in recognising the signs and indicators that may alert them to any concerns. Staff are clear about the whistle-blowing procedure and the need to act quickly to protect children, should the need arise. The manager monitors children's attendance effectively, to help identify potential child protection concerns. All staff have completed relevant first-aid training.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
monitor the quality of teaching more accurately and provide more targeted support and coaching for staff, to help meet the learning needs of younger children during large-group activities	07/01/2020
ensure planned activities link closely with children's next steps and provide good challenge for their learning, to help them make more progress	07/01/2020

improve the quality and consistency of staff interactions with children to support children's language skills more effectively.	07/01/2020
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To further improve the quality of the early years provision, the provider should:

- develop information sharing with other settings attended by children to find out about their learning and provide consistent experiences.

Setting details

Unique reference number	135979
Local authority	South Gloucestershire
Inspection number	10124940
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	24
Number of children on roll	30
Name of registered person	Crossbow Pre-School Committee
Registered person unique reference number	RP909686
Telephone number	01454 773 289
Date of previous inspection	14 July 2015

Information about this early years setting

Crossbow Preschool opened in 1971 and registered in 1996. It operates from the village hall in Frampton Cotterell, South Gloucestershire. The pre-school opens each weekday from 9am to 3pm during school terms. Sessions are offered from 9am to 12pm and 12pm to 3pm. The pre-school receives funding for the provision of free early education for children aged two, three and four years old. There are eight staff, of whom seven hold appropriate early years qualifications and all staff have a current first-aid qualification. One member of staff holds an early years teacher qualification and the manager has qualified teacher status.

Information about this inspection

Inspector

Hilary Tierney

Inspection activities

- The inspector and manager completed a learning walk to understand how the early years provision and curriculum are organised.
- The inspector had a meeting with the manager and carried out a joint observation with her.
- The inspector observed children and their interactions with staff throughout the inspection.
- The inspector spoke to the chairperson, staff and children at appropriate times during the inspection. The inspector took into account the views of parents spoken to during the inspection.
- The inspector looked at a sample of documentation. This included evidence of staff suitability and training, and the pre-school's policies and procedures.
- The inspector tracked the progress of several children and considered the information held relating to their learning and development.

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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