

Inspection of Crick Pre-School

Crick CP School, Main Road, Crick, Northampton NN6 7TU

Inspection date: 8 January 2020

Overall effectiveness	Requires improvement
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Requires improvement
Leadership and management	Requires improvement
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision requires improvement

Children settle quickly when they arrive at the setting. Children and their parents are greeted warmly by staff. Children know the routines and excitedly share their 'news books' with the staff and their friends. Staff have high expectations of the children. Children know how to behave and they listen to staff when they are reminded to be aware of others when playing football. Children are pleased to receive praise from staff, and stickers when they display positive behaviour.

Children's welfare is safeguarded. Staff know how to keep them safe and are familiar with the procedures for reporting any child protection concerns. Leaders and managers have a good understanding of how to recognise when children may be at risk from extremism. However, although staff undertake training in safeguarding, this does not include specific aspects, such as the 'Prevent' duty. The setting has a forest school leader, and children enjoy termly visits to the forest school. Children benefit from weekly music and movement sessions. They join in with songs and actions. They listen carefully to instructions from staff about how to care for the parachute. For example, children know to be careful not to stand on it because it might tear. Staff ask children to listen carefully to loud and quiet music and move accordingly. Children are encouraged to recognise changes to their body after exercise, such as being out of breath. This promotes a healthy lifestyle.

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

- Parents are positive about the setting. They feel well informed about their children's development. Termly parents' evenings are held. Parents enjoy looking at photographs and comments about their children on their online learning journal. This allows them to support their children's learning at home.
- Staff take children on regular outings linked to their learning. Children enjoy walks in the local area. They visit the local shop and post office. Staff complete risk assessments before these outings, which means children are kept safe.
- Children take part in a wide range of activities. These are planned following their interests and next steps. Children also access resources of their choice. Staff update children's next steps on a daily basis to ensure they keep making progress. They quickly identify if a child needs extra help and put support in place. Staff provide support to children with special educational needs and/or disabilities. They work with outside agencies. This means all children make progress. Staff inform parents about their children's learning.
- Children are encouraged to be independent. They register themselves on arrival and find the chair with their name on. At snack time, a different child each day takes on the role of being in charge of the hand gel dispenser. Children collect their own bowls and cups and they pour drinks confidently. They sit down to eat snack with their friends, happily talking about their day.

- Children make their own play dough, supported by a member of staff. She encourages them to smell different scents. Children help each other without being prompted. They praise each other's achievements, saying, 'Look at you go!', as a child is successful in making her play dough. Staff promote children's vocabulary development. Children use words such as 'soft', 'stretchy' and 'squashy' to describe the texture of the play dough.
- Staff help children to develop their understanding of mathematics. They use coloured tape to create different shapes on the floor. Children match two-dimensional shapes, name shapes confidently and clap excitedly when staff praise them. They are keen to show other adults their achievements. Children take turns to roll a dice and count the spots. They then jump, skip or clap that number of times.
- Younger children show interest and concentrate for short periods as they enjoy books being read to them by staff. Children look after books carefully as they turn the pages, look at the pictures and return books to the shelf when they have finished reading them.
- Observations of staff practice take place regularly. However, the systems in place to further promote staff knowledge and training are not fully effective. Leaders and managers have attended training, but this information has not been passed on to all members of staff. Leaders and managers have not ensured that all staff have a robust understanding of the 'Prevent' duty.

Safeguarding

The arrangements for safeguarding are effective.

Staff are aware of the signs and symptoms of the different types of abuse. They know who to report concerns to. All staff are consistent in the recording of accidents. The manager completes robust risk assessments to ensure children are always kept safe. Ofsted has been provided with the required information to confirm the suitability of all committee members. All staff at the setting hold a paediatric first-aid certificate. Leaders and managers understand how they protect children by following the 'Prevent' duty guidance. However, some staff knowledge is not as secure as it could be.

What does the setting need to do to improve?

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

	Due date
ensure all staff undertake appropriate training to further their knowledge, particularly in relation to the 'Prevent' duty.	07/02/2020

Setting details

Unique reference number	EY477818
Local authority	Northamptonshire
Inspection number	10075986
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	26
Number of children on roll	40
Name of registered person	Crick Pre-School
Registered person unique reference number	RP533701
Telephone number	07964 108009
Date of previous inspection	9 March 2016

Information about this early years setting

Crick Pre-School registered in 2014 and is located in Crick, Northamptonshire. The pre-school employs seven members of childcare staff. Of these, five hold appropriate early years qualifications ranging from level 2 to level 6. The pre-school opens from Monday to Friday, during school term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Emily Lofts

Inspection activities

- The inspector and the manager carried out a learning walk around the setting together.
- The inspector observed the quality of education during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She reviewed relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to several parents during the inspection and took account of their views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020