

# Inspection of The Crescent Pre School Nursery Ltd

Crescent Childrens Centre, Pinewood Crescent, STOKE-ON-TRENT ST3 6HZ

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Inspection date: 13 January 2020

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous  
inspection

Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

All children are made to feel welcome in this stimulating and inclusive nursery. They learn through an effective balance of adult-led and free-choice activities. As a result, all children, including those with special educational needs and/or disabilities, are making good progress from their starting points. Children are engaged and motivated to learn. Younger children's curiosity is ignited through sensory experiences. For example, they enjoy feeling the textures of different cereals and listening to the sounds of musical shakers. Older children delight in role play and enthusiastically act out real-life experiences. They display strong social skills as they play harmoniously with their friends and pretend to make food and offer to make a cup of tea. Staff provide children with an abundance of praise and encouragement, which helps to raise their self-esteem. As a result, children are happy and confident. Children's behaviour is good. They respond positively to instructions and are respectful to each other and staff. Children are helped to appreciate different cultures and religions as they take part in enjoyable activities to mark cultural celebrations and faiths that may be different from their own. Children and their families benefit from the strong ethos of community spirit, inclusion and overall well-being created by the management team and staff.

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

- The impressive and continually evolving outside play area gives children enjoyable and exciting opportunities to discover and practise their physical skills. For example, children explore different ways of moving and confidently navigate the various climbing apparatus. They benefit from forest school activities and plant vegetables in the nursery allotment.
- Staff provide exciting opportunities for children to develop their understanding of the world and broaden their knowledge of their community. For instance, children enjoy visiting elderly residents at the local care home. They learn about important people in the community and thoroughly enjoy educational visits from members of the local police and fire services. This helps children to learn about different occupations and contributes towards their understanding of how to keep themselves safe.
- Staff work closely with parents when settling children into the nursery to ensure they meet the needs of each child. Managers ensure that all children are assigned a member of staff as their key person to help them feel safe and secure. However, on occasions, new children in the pre-school room wander around and staff do not always try to involve them in activities and explain clearly the daily routines of the nursery. This can result in new children becoming unsettled.
- Staff skilfully use singing and stories to promote children's communication and language skills. For example, staff capture children's attention as they

enthusiastically read the story of 'The Gingerbread Man'. Children listen intently and are highly responsive to questioning. Staff sing familiar nursery rhymes with younger children and encourage them to sing along and join in with the actions. Children are supported well to develop independence skills from an early age. For example, older children serve their own food during mealtimes and younger children learn to feed themselves.

- Staff complete accurate observations and assessments of children's abilities and progress. They use the information gathered to plan for children's next steps in learning. However, Staff do not always offer an appropriate level of challenge, particularly for older and most-able children, during planned activities.
- The nursery's special educational needs coordinator works in close partnership with parents and other agencies who may be involved, to put interventions in place to support those children who need it. The manager successfully monitors the progress of groups of children and makes good use of additional funding to narrow identified gaps in children's progress.
- The management team and staff develop excellent relationships with parents. They share daily information and invite parents to contribute to their child's online learning journal. Staff provide a 'lending library', which helps to encourage further learning at home. Parents say they are happy with the progress their children are making and feel involved in their children's learning. They say staff are always friendly and approachable.

## Safeguarding

The arrangements for safeguarding are effective.

The management team and staff have a robust understanding of the signs and symptoms that may indicate a child is at risk of neglect or abuse. They have a good understanding of wider safeguarding concerns, including children being drawn into extreme situations. The management team and staff have a comprehensive knowledge of safeguarding protocols and actions to take if they have any concerns about the welfare of a child. The environment is safe and secure. Staff are trained in paediatric first aid and are proactive in keeping their safeguarding training and knowledge up to date. The management team carries out appropriate checks for new staff to assess and ensure their suitability to work with children. Regular risk assessments ensure the nursery is safe and secure.

## What does the setting need to do to improve?

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

- enhance the key person system to further support new children in ensuring they are fully settled into nursery life and join in with activities
- provide more-challenging activities for the older and most able children to extend their learning even further.

## Setting details

<b>Unique reference number</b>	EY387145
<b>Local authority</b>	Stoke-on-Trent
<b>Inspection number</b>	10116436
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 4
<b>Total number of places</b>	77
<b>Number of children on roll</b>	92
<b>Name of registered person</b>	The Crescent Pre-School Nursery Ltd
<b>Registered person unique reference number</b>	RP908388
<b>Telephone number</b>	01782 922124
<b>Date of previous inspection</b>	29 January 2016

## Information about this early years setting

The Crescent Pre School Nursery Ltd registered in 2009 and is based in Meir, Stoke-on-Trent. The nursery employs 17 members of childcare staff. Of these, 14 hold early years qualifications at level 3 or above, including four who hold qualifications at level 6. The nursery opens from Monday to Friday during term time only. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Angela Hulme

## Inspection activities

- The inspector observed the quality of teaching, indoors and outdoors, and assessed the impact this has on children's learning and development. She completed a learning walk with the management team to discuss how the curriculum is planned and implemented.
- The inspector completed a joint observation of an adult-led activity with the manager.
- The inspector held a discussion with the management team and reviewed relevant documentation.
- The inspector spoke to staff and parents during the inspection and took account of their views.
- The inspector spoke to some of the children during the inspection.

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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