Inspection of Crawshawbooth Pre-School

The Village Centre, Adelaide Street, Crawshawbooth, Rossendale, Lancashire BB4 8PW

Inspection date: 28 January 2020

Overall effectiveness	**Good**
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

The staff demonstrate a commitment to the quality of care they provide for children. The whole team reflects the manager's vision, which places children at the centre of everything they do. Staff work closely with parents to help each child enjoy a full and relevant curriculum. Staff know each child very well. They sensitively gauge each child's mood as they arrive, greeting them with gentle enthusiasm. This helps children, including new starters, to settle quickly. Children thoroughly enjoy their time at the pre-school. There is much to do, touch and investigate. They demonstrate what they know and have been learning. As they play with their friends, they compare the difference in size between the the toy aubergine and the courgette. Children demonstrate the characteristics of eager learners. They are achieving well and making good progress.

Overall, staff are well organised and they plan activities that provide a good foundation for children's future learning. They ensure they help children to sustain interest and provide them with play time that is not rushed. Children extend their imagination as they use mud to make a 'crumble', like in a favourite story. They are energetic and joyful as they dance and 'drive' wheeled resources in a flurry of snow. They delight at the patterns they create and show determination as they try to scoop the resulting slush into buckets.

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

- The manager demonstrates vision. She works closely with the staff and committee to identify ways to improve the service offered and keep the pre-school sustainable. For instance, she extends the times of operation to offer parents greater flexibility. A recent review of the daily routines has improved the outcomes for children. Children now have plenty of time to play before they join in group activities that require them to sit and concentrate. However, some projects, such as enhancing the ways boys are supported to learn, are still in the early stages.
- Staff are engaging and enthusiastic during activities. They ask many questions to help children think about what they do. The thoughtful organisation of the playrooms allows children to be independent, explore and test things out. For instance, children select and fit an apron on before playing in the water. At the creative table, they have a wide range of media that they pick and choose to use, as is their preference. This allows children to respond to their spontaneous ideas and be creative. They also use a variety of tools that require different skills to operate. This includes scissors, glue-spreaders and push-up glue sticks.
- Partnerships with parents are good. Robust settling-in procedures help staff to gain a secure understanding of what children can already do before they start. This means activities are focused well on what each child needs to learn next.

Staff seek some information about children's wider experiences in the world, but are not yet seeking precise information to help them offer each child the broadest range of experiences in order to prepare them for school.

- Staff are adept at helping children to develop their keen interest in books. Children freely choose books to look at and story time is an exciting experience for children. They relish story time, enjoying staff's enthusiasm and 'funny voices'. A range of props help children to act out and retell the story. They know that 'authors' write the story and 'illustrators' create the pictures.
- Children are at ease with all the staff team. Relationships between staff and children are gentle and fun. Children relate well to staff and gain a sense of right and wrong as they follow their examples of how to speak to each other politely.
- Children enjoy lots of time outdoors in the fresh air. They enjoy regular physical exercise, such as balancing on the stepping logs and joyful twirling around with an umbrella. The outdoor area affords children some chances to do things on a bigger scale. Staff encourage children to follow good hygiene routines, such as washing their hands and seeking tissues to wipe runny noses. This helps to develop children's understanding of a healthy lifestyle. Staff have approached the local dental team to develop ways to help children understand and establish ways to protect their teeth.

Safeguarding

The arrangements for safeguarding are effective.

Managers ensure that all staff receive relevant training to help them understand the child protection procedures. All staff are confident with the steps they should take to report any concerns they may have about the well-being of a child. Staff implement safety procedures in a highly efficient manner. For instance, following outdoor play, staff instigate a head count. Children are asked to stand still while they are counted. Staff then check the registers and the attendance board to ensure there is no one missing. The setting shares information with parents about steps to take to keep children safe when online.

What does the setting need to do to improve?

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

- continue to support staff to develop their understanding of the curriculum intent and what this means in practice so that they offer children the highest quality of education
- engage parents further to find out more about children's previous experiences, to help plan specific events that complement and build on each child's essential knowledge and prepare them for school and to succeed in life.

Setting details

Unique reference number	309281
Local authority	Lancashire
Inspection number	10129246
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	22
Number of children on roll	24
Name of registered person	Crawshawbooth Pre-School Committee
Registered person unique reference number	RP910512
Telephone number	01706 507169
Date of previous inspection	24 September 2015

Information about this early years setting

Crawshawbooth Pre-School Playgroup registered in 1989. The pre-school employs five members of childcare staff. Of these, two have an appropriate early years qualifications at level 5, two at level 3 and one at level 2. The pre-school opens from Monday to Friday during term time. Sessions are from 7.30am until 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Frank Kelly

Inspection activities

- The inspector observed the learning environment, inside and outside, and the ways staff interact with the children. He evaluated the impact that they have on children's learning.
- Parents took the time to share their views with the inspector.
- A joint observation of an activity was carried out with the manager. The inspector also spoke with staff and asked them to reflect on how they were supporting children's learning.
- The inspector viewed a sample of the nursery's documentation, including evidence of staff's suitability and training.
- Children told the inspector about their favourite activities and invited him to share several books with them.

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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