

Inspection of Crondall Pre School

Crondall Stepping Stones, Croft Lane, Crondall, Farnham, Hampshire GU10 5QF

Inspection date: 1 February 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and thrive in this welcoming nursery. They settle in quickly on arrival and have adapted well to the necessary changes. They say 'goodbye' to their parents at the entrance and confidently go to a variety of exciting activities. Children have warm and affectionate relationships with staff. They feel safe and secure and have lovely interactions with staff and each other. For example, staff and children all notice and comment on a 'smart new haircut' of one of the children.

Children are keen to play outside. They enjoy a wide range of activities that support their physical development. Children relish digging in the large sand pit, looking for different letters and talking about what they uncover. Children enjoy using apparatus and show good physical skills when they balance on the ride-on car as it whizzes down the ramp. Children understand the expectations for behaviour. They listen and respond to staff and willingly help with tasks, such as tidying up.

Staff plan a wide variety of interesting and engaging activities for the children, drawing on what they can already do and extending their development further. For instance, when learning about dental hygiene, children are given sets of teeth to clean with brushes and dental tools to check for cavities. Staff listen carefully to the children and ask thought-provoking questions during activities.

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

- Staff are good role models. They are kind and caring, and form strong attachments to the children in their care. Staff get down to the children's level when playing and actively encourage them to join in with a variety of activities and new experiences. Outside, children discussed the texture and smells of different herbs and plants, as they crushed and rubbed the leaves in their hands.
- Children have many opportunities to learn about the world around them and to enjoy fresh air and exercise outdoors. For instance, staff take them out in the community to visit the local church, meadow or nursing home. Links with schools are strong. Hot dinners are collected from the village school, and older school children come to help with events at the nursery, such as sports day.
- The managers have a good vision for the nursery and offer an inclusive environment for all children. For example, activities such as gymnastics and tennis are subsidised for some children. The managers reflect on the provision and are constantly seeking ways to improve.
- Children follow good hygiene routines and experience social meal and snack times. However, staff sometimes overlook opportunities for children to complete tasks for themselves, to develop their independence further. For example, they

serve food to the children, rather than allowing them to help themselves.

- Managers take the happiness and well-being of staff members very seriously. As a result, they retain a highly experienced staff team. Staff have a wealth of knowledge between them, are supported in their professional development and attend a range of training courses. Children benefit from the expert teaching skills that each staff member brings to the team.
- Staff place a strong emphasis on supporting and developing children's language. They gently repeat and pronounce words correctly for children who show emerging language, and introduce new vocabulary to them. Staff provide commentary as children play and engage in conversations with them. Staff and children sing songs together and everyone joins in with the actions.
- Children have many opportunities to work in groups, independently and with those of different ages. This contributes to good attitudes to learning, tolerance and understanding of others. However, at times, this mixed-age room can mean older children are not fully challenged in their learning or given opportunities to extend their experiences further.
- Staff work well with parents and other professionals to provide strong support to children with special educational needs and/or disabilities. They help to address gaps in their development and guide their learning to achieve well-planned targets. Parents are very positive about the care and consideration staff show towards their children, and feel informed about their progress.

Safeguarding

The arrangements for safeguarding are effective.

The managers and staff understand how to identify the signs and symptoms that could indicate a child is at risk. They understand how to report any concerns about children's welfare or behaviour of another adult. Staff are mindful of safeguarding concerns, including the 'Prevent' duty. Robust recruitment procedures ensure that staff are suitable to work with children. Risk assessments are in place and regular checks are carried out across the nursery to ensure hazards are removed or minimised. Staff are trained in paediatric first aid and follow the correct procedures in response to accidents.

What does the setting need to do to improve?

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

- enhance staff's ability to fully extend and challenge children, to help them make the best possible progress in their learning and development
- strengthen opportunities for children to develop more independence during their everyday experiences.

Setting details

Unique reference number	EY561443
Local authority	Hampshire
Inspection number	10191459
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	39
Number of children on roll	30
Name of registered person	Cron dall Pre School Partnership
Registered person unique reference number	RP561442
Telephone number	01252 850055
Date of previous inspection	Not applicable

Information about this early years setting

Cron dall Pre School registered in 2018. It operates from the old gymnasium behind the village hall in Cron dall, near Farnham in Surrey. The pre-school is open Monday to Friday from 8.30am to 3pm, during term time only. The pre-school employs five members of staff to work with children. Of these, one holds an early years qualification at level 5, one holds level 4 and three hold level 3. The pre-school provides funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Amanda Harrison

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the setting.
- The inspector completed a learning walk with the manager and discussed how the curriculum was delivered.
- A joint observation was carried out by the inspector and a manager, and they discussed the quality of teaching and learning.
- The inspector viewed a sample of documents, including children's records, policies and evidence of staff's suitability and training.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The views and opinions of parents, children and staff were taken account of 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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