

Inspection of Crimble Croft Pre-School

Aspinall Street, Heywood, Lancashire OL10 4HW

Inspection date: 4 January 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children get off to a good start in their education at this pre-school. Children's physical and emotional well-being are promoted well by the experienced staff team. Together, children happily learn all the skills they need to become responsible citizens. They play with curiosity, showing kindness to their friends. Children behave positively because they are taught sensitively how to share and cooperate. For example, children say, 'You can have mine,' when sharing the play dough tools. Children learn how to manage their emotions using breathing techniques taught in yoga sessions. They learn about mutual respect and tolerance because equality and diversity are valued. Staff successfully build children's communication and language skills by talking with them often. By the time children leave, they can understand and use language confidently. The manager's well-planned curriculum ensures that children develop physically. Active play, including football and assault courses, helps children to develop spatial awareness and agility.

Children with special educational needs and/or disabilities (SEND) are warmly welcomed at the setting. They are supported effectively by the special educational needs coordinator (SENCo). Staff work jointly with parents, carers and other professionals to ensure that every child gets the best start in life. The manager prioritises the use of additional funding to provide children with additional pre-school sessions, meals and activities. Therefore, all children make good progress despite their starting points.

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

- The staff team understands child development well and has high expectations of what children can achieve. Staff use their understanding and excellent knowledge of each child to support them to build on their prior learning. For example, after Christmas, children excitedly unwrap and rewrap toys as they revisit their learning from the festive holidays. Staff teach mathematical concepts, such as 'big' and 'small', by modelling how to select the most appropriate size of paper. Children develop a range of skills and knowledge over time.
- Children engage in meaningful daily activities, such as watering the plants. As they do this, they learn how to operate a spray bottle. This helps them develop their fine motor control needed later for writing. Children name the parts of a banana plant and know that it needs water, soil and sunlight to help it grow. They gain a wealth of knowledge about the world around them. Children are well supported to be ready for their next stage in education.
- Communication and language development are given high priority. Staff talk extensively to children. This helps children to understand their own thoughts as

they process the world around them. Staff use open-ended questions, for example saying, 'What would you like for snack?' This encourages children to use their growing oracy skills. Overall, staff teach language competently. However, staff do not consistently extend children's vocabulary because the systems to develop teaching are not fully effective. This means that children do not always learn many new words.

- The manager has embedded the key-person system effectively. Children form close attachments to the adults that care for them. Children demonstrate their sense of security as they welcome embraces when they feel sad. They are frequently given confidence-building reassurances as they play. Staff say, 'You are amazing. Great job!' Children are taught to believe they can achieve their goals.
- Staff skilfully teach children about how they should behave. For instance, when children run inside, staff ask children if that is what they should do. Children quickly modify their behaviour and demonstrate a good understanding of how to keep themselves safe.
- The provision for developing healthy lifestyles is very strong. The manager ensures that all children are provided with a healthy and nutritious lunch. Children are taught and guided to brush their teeth daily. There are regular opportunities to play outside and move freely. This supports the children to develop healthy habits for their future.
- The manager and staff take pride in developing effective relationships with parents. Families attend stay-and-play sessions to help foster greater parental involvement in learning. However, parents are not provided with sufficient information relating to what their children learn and when. This means that parents are not able to provide additional support for their children at home.
- The help provided for families who are disadvantaged or suffering hardships is exceptional. For instance, families in need are provided with food parcels or extra pre-school sessions. Children who arrive at the setting with less experiences in their play and learning than others are catching up with their peers.

Safeguarding

The arrangements for safeguarding are effective.

All staff at the setting hold valid paediatric first-aid certificates. Therefore, in the event of an accident or illness, children can receive first aid quickly. The staff who work at the setting are appropriately checked regularly to ensure they are suitable to work with children. All staff have had recent training that enables them to identify the signs and symptoms of a range of abuse. Staff know how to report any concerns they may have about a child or an adult to the designated safeguarding lead and to external agencies. The manager works closely with a range of other professionals, such as social workers, which helps to ensure that children are kept safe from harm. The premises are well maintained and due regard is shown to managing risks.

What does the setting need to do to improve?

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

- raise the quality of coaching to help staff improve the teaching of vocabulary
- make curriculum information available to parents and carers to help them support their child's learning.

Setting details

Unique reference number	316401
Local authority	Rochdale
Inspection number	10264229
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	40
Number of children on roll	32
Name of registered person	Crimble Croft Community Centre
Registered person unique reference number	RP518732
Telephone number	01706 620 340
Date of previous inspection	8 June 2017

Information about this early years setting

Crimble Croft Pre-School registered in 2000 and is located in Heywood, Lancashire. The pre-school opens Monday to Friday from 8am to 3.30pm, term time only. The pre-school provides funded early education for two-, three- and four-year-old children. It employs seven members of staff, including the manager, six of whom hold appropriate early years qualifications. The manager holds early years professional status.

Information about this inspection

Inspector

Lois Hulley

Inspection activities

- This was the first routine inspection the provider 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 their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector carried out joint observations of group activities with the manager.
- The inspector observed the interactions between staff and children.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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 2023