

Inspection of Crawshay Pre-School

Caversham Methodist Church, Gosbrook Road, Caversham, Reading, Berkshire RG4 8EB

Inspection date: 25 January 2023

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

Although children enjoy being at the pre-school, the leadership is not effectively overseen. The pre-school is run by a committee and a core team who work directly with the children. However, committee members do not sufficiently fulfil their roles and responsibilities, to ensure that all staff feel supported.

Despite this, children enjoy their learning and show they are happy and feel safe in the pre-school. Children clearly have good relationships with the staff working with them, and they are heard giggling and inviting staff into their play. Children's behaviour is good. They have developed some good friendships with each other, and they have fun playing board games together. Staff interweave learning well. For example, they talk about numbers and subtraction as the children use money in their pretend shop. Children's mathematical development is further supported as staff help them to build towers and explore with alphabet puzzles. Children listen well to the staff and respond by stopping and listening when they hear the bell ring, to indicate a change in the routine.

Children develop their independence skills well. For example, they are encouraged and supported when needed to put on their coats, hats and gloves before playing outside. Children receive consistent interactions from staff. However, at times, children are not given the time they need to think and respond to staff's questions and share their own knowledge.

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

- The committee do not have a clear understanding of their roles and responsibilities to ensure that the manager and staff are effectively supported. Staff state that they do not have regular supervisions and do not feel supported, which impacts their well-being. Nevertheless, staff working directly with the children are passionate and committed to supporting children's learning.
- The committee do not monitor the quality of the provision sufficiently. This impacts on staff being able to access and enhance their continual professional development. For example, scheduled training is frequently cancelled to ensure the setting implements the required ratio requirements. However, the manager is now implementing improvements to drive and address any weaknesses in practice.
- Staff communicate well with children overall. They explain what they are doing and provide an open dialogue during children's play. Staff sing and read to children using animated tones, and they re-enact stories to keep children engaged. However, at times, staff do not give children enough time to think or express their thought and ideas before asking further questions.
- Staff support the children's behaviour well. They reinforce the pre-school's rules

at group times and throughout the day, as required. Children respond well to instructions and boundaries. Children's attitudes to learning are good. All children are eager to join in and play with their friends. They confidently explore the toys and activities. For instance, children have endless amounts of fun as they explore with the oats and animals and make up their own play using the items from the 'shop'.

- Children's health and well-being are effectively supported. They enjoy a healthy and nutritious snack and benefit from the daily opportunities they have to play outside. Children make good progress in their physical development. For instance, children are learning to develop their coordination and muscle control as they climb on balancing beams, negotiate stepping stones and use large climbing equipment.
- Parents and carers speak highly of the support staff give their children. Parents comment that their children are happy and developing well, which is a credit to the staff. Staff use effective methods to relay information to parents. This supports the continuity of care and learning.
- The manager works effectively with outside professionals. She successfully gains additional support and funding for those in need, which is used well to support their welfare and learning. The manager is knowledgeable and, together with the staff, works hard to ensure all children are learning, supported and feel valued.

Safeguarding

The arrangements for safeguarding are effective.

Overall, there are appropriate recruitment procedures in place to ensure that the staff working with the children are suitable. For instance, all new staff are subject to enhanced Disclosing and Barring Service checks and references. The manager ensures she and the staff have a good understanding of their roles and responsibilities to keep children safe. For example, staff regularly risk assess the provision. Staff are confident in the signs and indicators that could mean a child is at risk of harm. Furthermore, they understand the referral procedures to follow if they are concerned.

What does the setting need to do to improve?

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

	Due date
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ensure that committee members know and understand their roles and responsibilities to meet the requirements of the 'Statutory Framework of the early years foundation stage,' and to support and develop the overall quality of provision	28/02/2023
provide effective supervision, including coaching, mentoring and professional development opportunities to the manager and staff, to help raise the quality of the provision to a consistently good level.	28/02/2023

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

- support staff to understand the importance of giving children the time they need to think about, and answer, questions to enable them to speculate, test their ideas and challenge their thinking.

Setting details

Unique reference number	EY272144
Local authority	Reading
Inspection number	10234757
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	16
Name of registered person	Crawshay Pre-School
Registered person unique reference number	RP535495
Telephone number	0118 9484333
Date of previous inspection	17 March 2017

Information about this early years setting

Crawshay Pre-School registered in 2003. The pre-school is open every weekday during term time only. It operates on Monday to Thursday, from 9.15am to 2.45 pm, and on Friday from 9.15am to 1.15pm. The pre-school receives funding to provide free early education for children aged two, three and four years. The pre-school employs three staff who all hold appropriate level 3 qualifications.

Information about this inspection

Inspector

Tracy Bartholomew

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 explained the early years curriculum during a learning walk with the inspector.
- The manager and the inspector completed a joint observation of an activity and discussed the quality of teaching and learning.
- Children spoke to the inspector about the activities they took part in.
- Parent available at the inspection gave their views on the pre-school and 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.

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