

# Inspection of Crossbow Preschool

St. Peters Hall, School Road, Frampton Cotterell, Bristol BS36 2DA

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Inspection date: 21 March 2023

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

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

### **The provision is good**

Children arrive at this wonderful pre-school excited for their day ahead. They enter a room full of resources and activities that puts them at the centre. Children confidently choose an activity and engage with purpose. Staff close by support and extend children's learning where required. For example, when children create structures with wooden bricks, staff ask, 'What shapes have you used?' They give children time to think and respond. Children confidently talk about their structures.

Children build meaningful relationships and demonstrate they feel safe and secure. They confidently seek adults to share their achievements. Staff respond with delight and enthusiasm. Children play together cooperatively. While in the home corner, they care for a 'baby'. They put it in the high chair and discuss what they need to do to keep the baby happy. Children assist each other when they put the baby in the carrier and take it for a walk. Children have excellent relationships and use their imagination to create role play.

Children have daily opportunities to be physically active. They ride on trikes and use loose parts of blocks and large shapes to make obstacle courses in the garden with their friends. Children access the local community when staff take them to the woods for 'Muddy Mondays'. Children have the opportunity to explore different environments and learn about the world around them.

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

- The deputy manager and her staff implement a high-quality ambitious curriculum that puts the children at the centre. Staff create activities to follow the children's interests and challenge their learning. They enthusiastically facilitate and extend children's learning at all possible opportunities. Children have access to a very good learning environment.
- Staff have high expectations for children's behaviour. They encourage children to resolve their own disagreements and work together to achieve a positive outcome. When two children both want to use the doll's pram, they confidently seek the sand timer. They discuss together that when the sand is gone down, it will be time to swap over. Children independently use strategies to resolve any minor disagreements they may have. They display very good behaviour and are respectful of their friends.
- Children with special educational needs and/or disabilities (SEND) are generally well supported. Staff work closely with parents and outside agencies to ensure children receive consistent care. They are attentive to children's needs. When children struggle with their emotions, caring staff get down to their level and say, 'Use your words.' Children respond well to this and they instantly calm. However, on occasion at transition times, children's emotions heighten, and

these are not always managed effectively. Staff do not always use additional strategies to support children's understanding and therefore they become upset.

- All staff know the children very well. They develop strong relationships with their key children on starting at the pre-school. Staff use the information they receive from parents and from ongoing assessments to tailor their teaching, to meet the needs of each individual child. Children have strong bonds with their key person and seek them out for reassurance when needed. Children settle quickly and make good progress.
- Staff consistently promote children's communication and recall. Children use their imagination and fine motor skills to make shapes with play dough, and they say, 'Look! It's a dolphin.' Staff ask children where dolphins live. When children respond 'the sea', staff encourage children to think about what other animals live in the sea. Children eagerly give their responses. Staff praise children and they beam with pride. Children become confident communicators.
- Parents report on the friendly and nurturing staff team. They say their children love attending the pre-school and they are making good progress. Parents are well informed about what their children are learning and how they can continue this at home. They also have the opportunity to be 'parent helpers' and be involved in the pre-school day. Families are valued and well supported.

## Safeguarding

The arrangements for safeguarding are effective.

The deputy manager and her team provide a safe and secure environment for children to play and learn. They are aware of the signs and symptoms that may be indicators a child is at risk of harm. Staff have a good knowledge of how to report and record a concern. They are aware of how to escalate this to outside agencies should this be required. Staff are aware of how to report a concern regarding a colleague should they need to. The chair of the committee and the manager implement a robust recruitment procedure to help ensure all staff are suitable to work with children.

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

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

- use consistent strategies to further support children with SEND to understand and manage their emotions, particularly at transition times.

## Setting details

<b>Unique reference number</b>	2647465
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	10281705
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	45
<b>Name of registered person</b>	Crossbow Pre-school CIO
<b>Registered person unique reference number</b>	2647462
<b>Telephone number</b>	01454773289
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Crossbow Preschool re-registered as a charitable incorporated organisation in 2021. The pre-school is situated in the Frampton Cotterell area of Bristol. The pre-school operates from 9am until 3pm, Monday to Friday, term time only. There are currently seven members of staff employed to work with the children. One holds a relevant childcare qualification at level 6, five hold a level 3 qualification and one is unqualified.

## Information about this inspection

### Inspector

Sarah-Louise Clements

## Inspection activities

- This was the first routine inspection the pre-school 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 pre-school.
- The deputy manager and the inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector spoke to children, to find out about their time at the pre-school.
- The inspector spoke with the deputy manager and the chair of the committee about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- 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 inspector carried out joint observations of group activities with the deputy manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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