

# Inspection of Cromer Pre-School Limited

Cromer Ave URC Church, Cromer Avenue, Gateshead NE9 6UJ

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Inspection date: 26 October 2023

<b>Overall effectiveness</b>	<b>Good</b>
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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 enjoy their time at the pre-school. They arrive excitedly and leave their parents with ease. Children are independent as they place their lunch box on the trolley and eagerly find their own coat peg. Children have formed close bonds with their key person and the wider team. Babies settle quickly, as nurturing staff provide a cosy and homely environment. They are attentive, offering cuddles and reassurance, and ensure their individual routines are followed. Older children make friends and enjoy one another's company, chatting as they play together.

Children are eager to investigate the activities provided. Older children create musical shakers. They carefully pick up sequins, pom-poms and dried pasta to insert into the bottle. They use new skills they have learned to snip paper with the scissors to make patterns. This helps them to develop the small muscles in their hands in preparation for writing. Toddlers show a love of books. They smile with delight as staff read them their favourite stories. Babies enjoy the sensory play opportunities provided. They spend time feeling the different textures in the activity tray, supported closely by staff.

Older children enthusiastically engage in yoga sessions. This helps children's well-being while the physical poses assist in building gross and fine motor skills, coordination, balance, and strength.

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

- Leaders are dedicated and passionate about their role. They provide regular and effective professional development opportunities to staff to support them to continually improve their practice. Leaders value the individual skills of the team and welcome new ideas that will further enhance the curriculum. They are committed to providing children and families with the best possible experience and opportunities.
- Staff from the outset work closely with parents to identify children's starting points and regularly assess their progress. They use this information effectively and any targets set by other professionals working with children, to help identify precise next steps in learning. This information is used as a good base to help construct a curriculum that offers rich learning experiences for children.
- Staff prioritise communication and language development in their curriculum. They join in and play alongside the children. Staff listen and respond, modelling language and repeating new words and phrases. They question children, allowing them time to think and respond to gauge their understanding and to challenge and extend their thinking.
- Leaders are clear about what they want children to learn, and a particular focus is promoting children's independence and physical skills. However, occasionally

this is not consistently implemented. For example, on several occasions, younger children are picked up and transported to different areas of the setting. This is not the best use of opportunities to help children practise these key skills.

- Children with special educational needs and/or disabilities are very well supported. The manager is also the special educational needs coordinator. She is highly proactive in recognising concerns and supporting children. Staff work closely as a team to create individualised support plans for children. They also work with families and other professionals to build targets and support. As a result, children make good progress across all areas of learning.
- Mealtimes are very sociable and valued for older children. However, for babies in high chairs, staff do not always position themselves at the children's level while feeding them, so their experience is not of the same high quality as for older children.
- Staff reinforce their expectations of children's behaviour well. For example, they know that they have to stop and listen when they hear the bell ring. Children are respectful and polite. Staff praise children for their good behaviour. This helps to promote children's confidence and self-esteem.
- Children's health and well-being are supported as they have regular access to the outdoor area to learn in the fresh air. Staff encourage good hygiene procedures to help tackle the spread of infections.
- Partnership working with parents is successful. Parents are well informed and involved in their children's learning and development. Regular communication ensures that staff are aware of children's interests and learning preferences at home. They then use this information to effectively plan for children's experiences in the setting. Parents have the opportunity to attend parents' meetings to further discuss the progress their child is making.

## Safeguarding

The arrangements for safeguarding are effective.

All staff have a clear understanding of their role to keep children safe from harm. They know how to recognise the signs of abuse and neglect, and the procedure to follow if they are concerned about a child's welfare. Regular safeguarding training ensures staff are fully up to date with current practice. The whistle-blowing policy is widely understood within the team. Leaders ensure that there are robust systems in place for the safe recruitment of staff and the monitoring of their ongoing suitability. Children are supervised well, and staff are appropriately deployed to meet children's individual care and learning needs.

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

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

- enhance the mealtime arrangements for babies who use high chairs, so that all

staff follow consistent practice and sit, give babies their full attention and talk to them, so that babies have the same high-quality experience that older children have

- strengthen support to others who work in the setting to help them understand how to implement curriculum intentions for the youngest children more successfully.

## Setting details

<b>Unique reference number</b>	2652508
<b>Local authority</b>	Gateshead
<b>Inspection number</b>	10308705
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 10
<b>Total number of places</b>	65
<b>Number of children on roll</b>	153
<b>Name of registered person</b>	Cromer Pre-School Limited
<b>Registered person unique reference number</b>	2652510
<b>Telephone number</b>	01914911130
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Cromer Pre-School Ltd registered in 2021. The pre-school employs 17 members of childcare staff. Of these, one holds an appropriate early years qualification at level 4, eight at level 3, and four at level 2. The pre-school opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Janet Fairhurst

## 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 inspector carried out a learning walk with the leaders and discussed how the curriculum is delivered.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning. She spoke with staff and children during the inspection.
- The inspector completed a joint observation with a senior member of staff.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke with parents during the inspection and took account of their views.

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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