

# Inspection of Crag Bank Under Fives

Crag Bank Village Hall, Jesson Way, Crag Bank, Carnforth LA5 9EG

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Inspection date: 15 November 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

Children eagerly skip into this setting and smile with joy as they meet their friends. They are greeted by warm and friendly staff. Children have formed strong attachments with staff and readily go to them for help or a reassuring hug. Staff have built an ambitious curriculum, which supports children to explore new things. For example, every day children count how many children are marked in the register and how many children are sitting in the circle. This helps children to revisit their learning and build their mathematical understanding. Children take part in age-appropriate activities, which support their development. For example, younger children learn a 'word of the week' while older children explore a 'book of the week'. All children make good progress in their learning and development.

Staff consistently consider children's emotional well-being. They offer lots of praise and help children to identify their own achievements. For example, two-year-olds proudly shout out to everyone that they have used the bathroom independently. Staff help children to understand about boundaries and positive behaviour. For example, they ask children to consider how someone feels if you do not share toys. Children demonstrate good listening and attention skills. For example, they listen carefully to instructions as they help to tidy up and put their coats on for outdoor play.

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

- Staff have developed a strong curriculum with a clear intent. They continually observe children and plan activities children show curiosity in. This helps children to be engaged in learning. For example, children relish using hammers to knock small plastic animals hidden inside a block of ice. This helps children to explore and experience a sense of awe and wonder.
- Overall, children's communication and language is promoted well. Staff provide a running commentary for children and give them opportunities to sing and listen to stories. However, at times staff ask children questions which do not support them to think for themselves and they do not give children enough time to answer questions. This limits children's ability to think about the question and use their own language skills to form an answer.
- Partnerships with parents are a key strength of the setting. The setting is very much a part of the community with multiple generations of children now bringing their own children to attend. Parents help with donations and fundraising. Staff share meaningful information about children and give ideas to support home learning. This helps to provide a consistency of care for children.
- Partnerships with other professionals are strong. For example, staff are quick to refer children to other agencies if they need further support, such as the speech and language therapist. As children prepare to start school, teachers are invited

into the setting to observe children and talk with staff about their developmental needs. This helps children to settle more readily as they move to school.

- Healthy lifestyles are promoted well. Children enjoy healthy snacks and explore the importance of good oral health. Staff promote children's independence and physical skills. For example, children enjoy music and movement sessions and use a variety of tools to scoop and pour sand. Children are developing confidence in their own abilities and their physical skills.
- Staff carefully consider the opportunities they can plan for children, so that they learn about the wider world. For example, an optician is invited into the setting as children start to wear glasses. Children go on outings in the local community and raise money for charity. These experiences help children to understand and navigate things that are new to them.
- The experienced managers of the setting are strong leaders. The staff team work closely together and share the same vision for children. Staff state that they feel supported and value the opportunities to attend meetings and training to support their professional development. The staff regularly evaluate their practice and consider how they can best meet the needs of children in their care.

## Safeguarding

The arrangements for safeguarding are effective.

Staff fully understand their responsibility to safeguard children. They know the procedures they would follow if they had concerns over a child's welfare and are vigilant. For example, they ensure that the door is always locked, so that visitors cannot enter the building without permission. Staff undertake risk assessments, which support children's safety and well-being. For example, they consider if a wooden decked area is safe to use during the winter months. Children are beginning to take risks and think about their own personal safety. For example, they independently consider how far they can climb up on a climbing frame.

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

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

- enhance opportunities for children to build their thinking skills and answer questions, in order to further develop their communication and language skills.

## Setting details

<b>Unique reference number</b>	309280
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10295312
<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>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	Crag Bank Under Fives Committee
<b>Registered person unique reference number</b>	RP518575
<b>Telephone number</b>	07870 816 771
<b>Date of previous inspection</b>	11 December 2017

## Information about this early years setting

Crag Bank Under Fives registered in 1996 and is run by a voluntary management committee. The setting employs four members of childcare staff, all of whom hold an appropriate early years qualification at level 3. The setting opens from Monday to Thursday, term time only. Sessions are from 8.30am until 4pm. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Elisia Lee

## 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 two managers and the inspector completed a learning walk together to discuss the intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector held discussions with the two managers, staff, the chair of the committee, children and parents at appropriate times during the inspection and took account of their views.
- The inspector observed a sample of key documentation, including the evidence of staff suitability.

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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