

# The Croft Pre-School

Gutterscroft Centre, Haslington, CREWE, Cheshire, CW1 5RJ

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 09/07/2014 |
| Previous inspection date | 20/11/2013 |

|  |                         |   |
|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 2 |
|  | Previous inspection:    | 3 |
| How well the early years provision meets the needs of the range of children who attend |                         | 2 |
| The contribution of the early years provision to the well-being of children            |                         | 2 |
| The effectiveness of the leadership and management of the early years provision        |                         | 2 |

## The quality and standards of the early years provision

### This provision is good

- Teaching is good. The staff of the pre-school have a good understanding of children's abilities and use this knowledge effectively to provide stimulating activities which drive children's learning.
- Children are very happy, confident and motivated to learn. They feel safe and show high levels of independence and enjoyment. Children develop strong and caring relationships with the adults who care for them.
- The pre-school staff have a good understanding of their roles and responsibilities in relation to safeguarding children. Rigorous and clearly written policies and procedures are in place to ensure the safeguarding and welfare of children.
- Parents are well informed about their children's needs. High levels of consistency and continuity of care between the child's home and the pre-school are successfully supported by frequent exchanges of information about children's care needs and progress.

### It is not yet outstanding because

- Although some resources are available to support children's developing awareness of technology, opportunities to select and use other equipment, such as tablet computers, are limited.

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### Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

### Inspection activities

- The inspector observed activities in the main play hall and outside learning environment.
- The inspector had a meeting with the manager of the pre-school and undertook a joint observation with her.  
The inspector looked at children's assessment records, planning documentation, evidence of suitability of adults working in the setting and a range of other documentation.
- The inspector took into account the views of parents and children spoken to on the day.

### Inspector

Sheila Riddall-Leech

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**Full report****Information about the setting**

The Croft Pre-School was established in 1981 and is registered on the Early Years Register. It is managed by a committee and operates from the Gutterscroft Centre in Haslington, near Crewe. The pre-school serves the local area and is accessible to all children. Children use the entire open-plan centre including large, secure areas for outdoor play. The pre-school opens Monday to Friday, during school term times and from 9am to 3pm. There are currently 31 children attending who are in the early years age group. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The pre-school provides funded early years education for two-, three- and four-year-old children. It receives support from the local authority and is a member of the Pre-school Learning Alliance.

**What the setting needs to do to improve further****To further improve the quality of the early years provision the provider should:**

- consider ways to increase the opportunities for children to select and use resources, such as tablet computers, so that their awareness of technology is further developed.

**Inspection judgements****How well the early years provision meets the needs of the range of children who attend**

Teaching is good, staff support children well and use adult-planned and child-initiated activities to extend children's thinking, interests and learning. For example, staff and children are actively involved in exploring the outdoor area, looking for insects and bugs, using a range of resources and effective teaching. Children make competent attempts to write letters and their names when drawing insects they have found outside and also on a large chalk board. They use mathematical language, such as more or less, bigger and smaller as they purposefully discuss and respond to staff questions, when playing in the mud kitchen. As a result, children are highly active and fully engaged in their learning and make good progress. Effective questioning, including open-ended questions, enables children to develop their knowledge when independently playing and investigating. For example, staff and children explore outside looking for insects, they discuss the names of the creatures and their features, such as number of legs. Consequently, all children's communication and language is supported very well and they make good progress.

Staff show genuine interest in children's play and interactions and as a result, relationships between children and staff are positive, warm and strong. Children are very happy, confident and have high levels of independence. They are active and motivated learners.

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They freely engage in many independently- selected activities, which they sustain for long periods of time. For example, a small group of children pretend to build a road block and then mend a hole in their road. They enthusiastically encourage each other, take turns and successfully use resources with obvious enjoyment. Staff challenge children to develop their skills and extend their learning. For example, children use a range of magnifying glasses and binoculars to look outside for different insects and bugs. Staff have a good understanding of children's progress and their needs and interests. Assessment is detailed, giving an accurate picture of children's progress from their starting points. Learning files for all children are started as the child begins at pre-school using information provided by the parents. Observations of children are carried out on their first day and again shortly after starting, to monitor the child's progress and identify their needs and interests. These are shared with parents. Detailed observations are undertaken frequently, recorded and cross referenced to the areas of learning. Staff have developed ways to monitor and track children progress and achievement, and children's next steps in their learning are identified. Staff use all observation and assessment information in effective ways to develop weekly plans and adult-led activities. These are matched to children's needs and interests. The children's learning file provides a delightful and detailed reference to share with parents. Small, focussed adult-led activities, in key groups, provide good learning opportunities, which motivate and challenge children. As a result, children make good progress in their learning and development. Specific sessions for children who are due to start school offer good opportunities to develop the skills that will support their future learning. For example, there are planned sessions to develop children's phonic awareness.

The pre-school operates from rooms and the grounds of a community centre. These provide large spaces for children to explore, investigate, move and develop their physical skills, independence levels and confidence. The outdoor area has been recently redesigned and developed and as a result, offers scope for a wide range of good learning experiences across all ages, such as a large grassed play area, open areas to dig, investigate and explore, safe surfaced areas for riding wheeled toys and resources to help develop mathematical awareness. Since the last inspection, the pre-school staff have given considerable thought to the re-organisation of the indoor area. For example, dividing low-level screens are used effectively to separate areas. As a result, distractions to children, particularly at small group focused times, are considerably reduced and children are interested and engaged in the planned activities. The indoor area offers a stimulating and well-organised learning space for all children. Parents are warmly welcomed into the pre-school by the staff and have frequent exchanges of information. There is a range of good quality resources freely available for the children. As a result, children engage in an extensive range of self-chosen activities, both inside and outdoors, which interest and motivate them. However, while there are some resources to support children's developing awareness of technology, opportunities to select and use other equipment, such as tablet computers, are more limited.

**The contribution of the early years provision to the well-being of children**

Children's personal, social and emotional development is effectively supported within the pre-school. This enables children to form strong and caring relationships with their peers

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and the staff. An effective key-person system is well embedded, although all staff know the children very well. As a result, children show a real sense of belonging; they feel very safe and have a strong developed sense of trust. Behaviour within the pre-school is exceptionally good and children respond to instructions and directions very well. Staff are positive role models for the children. They treat them with great respect and loving care. Boundaries within the pre-school are very sensitively reinforced, which ensures that children are safe and cared for in first class ways. Children's understanding of safety issues is demonstrated effectively through their play. For example, a child straightens out a rug so that others will not trip and all children help to tidy away toys and resources.

Staff ensure a very clean and well-organised, attractive environment. They give children time to develop their own play activities, at their own pace. Staff support children in effective ways to develop good hygiene practices to prevent the spread of infection. For example, children respond positively when asked to wash their hands before snack and lunch. Children serve themselves with a good range of healthy snacks and confidently pour their own drinks. Parents are encouraged to provide healthy foods in children's lunch boxes. Older children are fully independent in their personal hygiene routines. Younger children are given due respect and privacy when their personal care needs are being met. The attractive and stimulating outdoor environment gives children abundant space to move around freely, explore and extend their physical skills.

Staff work effectively as a team and share information about children's care needs and interests. There are high levels of consistency and continuity and as a result, parents are very well informed about their child's needs. Good links with the feeder school ensure that children are emotionally well prepared for the next stage in their learning. Staff ensure that they tailor the children's care according to their needs and ages and place good emphasis on getting to know children's preferences and interests. Purposeful conversations take place between staff and children to get their views on the activities. For example, children discuss different places to find insects when exploring outside and consider safety issues relating to their suggestions. As a result, children are involved, active and motivated by the very interesting and highly innovative opportunities and experiences available to them.

**The effectiveness of the leadership and management of the early years provision**

The leadership and management of the pre-school are good. The ethos of the pre-school promoted by the manager is one where children are the centre of everything they do and staff have high aspirations for each child. There is a positive 'can do' attitude across all areas of the pre-school. The manager is very well organised in all aspects of her work. She ensures that the staff team comply with all aspects of safeguarding and welfare requirements of the Early Years Foundation Stage. For example, there are numerous, thorough and clearly written policies and procedures in place to ensure the safeguarding and welfare of children. These are implemented effectively to ensure children's safety and welfare. All staff know and fully understand their roles and responsibilities in relation to safeguarding children. There are effective and rigorous recruitment, vetting and induction procedures in place to ensure that adults caring for children are suitable. All the required

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policies and procedures, including risk assessments and emergency evacuation practices, are in place. These are regularly reviewed by the pre-school committee and manager.

The manager and the majority of the staff team are well qualified and this contributes to the improved overall quality of the provision. Training and staff development are given high priority and all staff are actively encouraged to access training opportunities, in order to extend and support children's learning and development. The training is evaluated and reflected upon during staff meetings and appraisals. Staff show a strong commitment to the care and well-being of all children and are supported effectively by the manager. They use gestures and genuine enthusiasm to inspire children. As a result of improvements since the last inspection, staff roles and responsibilities are clearly defined and team work is effective. Staff show a good understanding of ways to support and extend children's learning and thinking in all areas. They have made concerted efforts, thorough training events to develop their understating of the educational programme. As a result, the positive environment and good teaching methods contribute effectively to children's progress and learning. Children's achievements are clearly tracked against the early learning goals to monitor their progress and all children achieve well. The pre-school has developed its own effective format for completing the progress check for children between the ages of two and three years. This check is well embedded into the assessment and tracking arrangements of the pre-school. A designated meeting enables the completed progress check to be shared with parents and carers. There are clear and achievable improvement plans in place. These are realistic and challenging and developed through discussions with staff, children and parents' feedback. For example, the pre-school would like to have access to a land line and the internet. This would enable children to make more use of tablet computers and staff could store and record their observations and assessments of children online. Recommendations from the last inspection have been met in full. This demonstrates a strong capacity for further improvement.

Discussions with available parents and carers on the day of the inspection were very complimentary about the service provided by the pre-school. Parents are very well informed about the pre-school's activities through several attractive and informative notice boards and approachable and friendly staff. Parents provide detailed information about their child before they start at the pre-school and as a result, staff can plan appropriate and supportive activities to help the child settle. Frequent discussions with staff enable information to be shared about children's care and activities. Partnerships with the feeder school and other providers are strong and effective. As a result, children develop confidence and are well supported in the pre-school as they prepare for the next stage in their learning.

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**What inspection judgements mean**

**Registered early years provision**

| <b>Grade</b> | <b>Judgement</b>     | <b>Description</b>   |
|--------------|----------------------|--|
| Grade 1      | Outstanding          | Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.   |
| Grade 2      | Good                 | Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.   |
| Grade 3      | Requires improvement | The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.  |
| Grade 4      | Inadequate           | Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection. |
| Met          |                      | The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.  |
| Not met      |                      | The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.  |

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**Inspection**

This inspection was carried out by Ofsted 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.

**Setting details**

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | 305366                                    |
| <b>Local authority</b>             | Cheshire East                             |
| <b>Inspection number</b>           | 962696                                    |
| <b>Type of provision</b>           |   |
| <b>Registration category</b>       | Childcare - Non-Domestic                  |
| <b>Age range of children</b>       | 0 - 5                                     |
| <b>Total number of places</b>      | 24  |
| <b>Number of children on roll</b>  | 31  |
| <b>Name of provider</b>            | The Croft Pre-School Haslington Committee |
| <b>Date of previous inspection</b> | 20/11/2013                                |
| <b>Telephone number</b>            | 07790 793353                              |

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**Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

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and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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