

Crawshay Pre-School

Inspection report for early years provision

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Inspector	Jo Graham

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Type of setting	Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

Crawshay Pre-School has been opened since 1970 and is on the Early Years Register. It is situated in the Methodist church hall in Caversham, Reading. It operates from one main room. The provision has facilities to accommodate disabilities and has the use of an outside play area. A maximum of 28 children in the early years age group may attend the pre-school at any one time. The pre-school is open every week day, term time only. Operating hours are Monday, Wednesday and Thursday from 9.15am to 2.45 pm, or morning sessions from 9.15am to 12.15pm or afternoon sessions 12.15pm to 2.45pm, Friday opening times are from 9.15am to 1.15pm and Tuesday opening times are from 12.15pm to 2.45pm. There are currently 43 children on roll. The provision currently in receipt of funding for early education for two, three and four-year-olds. The pre-school serves the local community. The pre-school currently supports children who speak English as an additional language and children with special educational needs and/ or disabilities.

The pre-school employs nine staff and of these, six staff hold relevant childcare qualifications. The supervisor holds the Early Years Professional Status and one staff member is working towards a suitable qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff use a self evaluation system to monitor and evaluate their setting and this positive attitude enables them to review their practice and recognise the training needs of the setting. Relationships with parents and other professionals actively increase continuity of care and learning for the children. Most mandatory paperwork is in place to enable staff to promote children's welfare and easily accessible. Children benefit from staff's practice of identifying and minimising potential hazards, although a written risk assessment is not completed and this is a breach in welfare requirements. Staff treat children with equal concern and provide an environment to support their individual learning needs.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- complete a written risk assessment to identify aspects of the environment that need to be checked on a regular basis and when and by whom they have been checked. (suitable premises, environment & equipment) 10/03/2011

To further improve the early years provision the registered person should:

- improve current procedures to ensure all records are easily accessible and available for inspection, especially processes to track committee members suitability checks
- improve overall organisation processes to ensure the routine is maintained to support children indoors and outside, especially with regard to staff deployment and sweeping of food after children eat.

The effectiveness of leadership and management of the early years provision

Staff have attended recent training to update their knowledge to safeguard children. They demonstrate a sound knowledge and understanding of how to implement the procedures for child protection, to ensure the safety and welfare of children. All staff working with children have suitable checks in place and persons not vetted are not left alone with the children. The system to track suitability checks for committee members is not always sufficiently robust to ensure details are in place and available to be shown during the inspection process. Access to the provision is effectively managed and staff have written parental permission of who can collect each child. Staff carry out daily safety checks inside and in the garden and are vigilant in ensuring children play in a safe environment. However, they have not completed a written risk assessment detailing how they identify and minimise potential hazards to children and this is a breach in welfare requirements. Staff are aware of their roles and at most time they are deployed to ensure children are well supervised.

The supervisor actively supports and encourages staff training and identifies development needs through observing staff's practices and utilising the appraisal process. The staff self evaluate, developing systems to continually improve the provision for the children, and to increase their knowledge. They hold regular team meetings which provide opportunities for staff to share their skills and good practice. Staff complete observations regularly to track and assess children's developmental milestones. These are regularly maintained by the child's key person and used well to help staff plan for the children's future developmental needs. Staff provide an enabling environment, adapting well to the challenges of having to set up the room daily. They ensure toys and equipment are robust, in good condition and support children's developmental needs. The children are beginning to use the newly introduced trolleys to self-select additional resources, such as mark making equipment.

Children feel a sense of belonging as staff are aware of their family context and respect their individual needs. Regular praise and encouragement boosts children's self-worth. Children become aware of the wider world through visits to local places of interest such as the river and shops and by accessing resources which depict positive images of diversity. The staff develop positive relationships with parents and work together with them to promote the needs of the children. At the inspection the parents expressed their satisfaction with the service. Parents are

kept well informed about the service through displays of information, access to copies of the policies and procedures and ongoing discussions with staff, informally or formally during parents' evenings. The setting builds up good links with other early years settings children attend to complement and support continuity in children's learning and development.

The quality and standards of the early years provision and outcomes for children

Children feel safe and secure. They are confident to participate in activities and to approach staff for comfort and support. For example, helping to put on the 'air tanks' during their role play as astronauts. Children are busily occupied and benefit from attentive staff who foster their curiosity to learn and explore. The children's play experiences and opportunities cover the six areas of learning. Children listen well to stories, access written text and have regular opportunities to mark make inside and outdoors. They notice different sizes, colours and shapes and count in every day situations. The introduction of the astronaut role play area has enabled children to count downwards from 5 to 1, with purpose. They use the counting down process to indicate their 'rocket' is about to 'blast off'. These skills help prepare children for their future.

Staff are aware of the children's interests and likes and keenly support them to make informed choices about what to play with as well as encouraging them to join in adult- led play sessions. The children especially enjoy exploring how balls move in the indoor physical activity. They roll, bounce and chase the balls. Staff plan activities to accommodate individual learning needs, indoors and outside, and help children achieve and move their learning forward. Staff ask questions to help children think and to problem solve. For example, finding different sized wheels to turn the cogs.

Children are building up strong relationships with staff and their peers. Children are well behaved and listen carefully to safety instructions given to them by staff, such as walking inside and sitting down to eat. Children play in co-operation, share and tidy away when asked. Children access the outdoor space daily and participate in planned activities inside and are developing an understanding and enjoyment for the benefits of physical exercise. Most staff hold a first aid certificate and the first aid box is easily accessible. They have a clear understanding of the requirements to accurately record accidents, incidents and medication administered and ensure these records are maintained accurately and signed by parents. This promotes children's well-being. Children understand and adopt good hygiene practices. They wash their hands before eating and after using the toilet and messy play. Staff maintain good hygiene procedures at most times, such as using table cloths when children eat and replacing teaspoons when they drop on the floor. However, the floor is not always swept after children have eaten.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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