

# Crossbow Preschool

Inspection report for early years provision

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**Inspector** Phillippa Wallis

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**Type of setting** Childcare - Non-Domestic

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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

Crossbow Pre School opened in 1971. It operates from the village hall in Frampton Cotterell in South Gloucestershire, and is managed by a committee that includes parents of the children that attend. The pre-school is registered on the Early Years Register. A maximum of 24 children in the early years age range may attend the pre-school any one time, none of who can be aged under two years old. The pre-school is open each weekday from 9.15am to 12.15pm and Tuesdays until 2.15pm, during school term time. The pre-school has use of a hall, entrance, kitchen and toilet facilities. The manager has an office. Children have access to two fully enclosed outside play areas. There are currently 14 children in the early years age range on roll. The pre-school gets funding for the provision of free early education for children aged three and four years. Children come from the local area and most go on to attend the village primary school. The pre-school supports children with special educational needs and/or disabilities. The pre-school employs four members of staff to work with the children; all hold appropriate early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff's knowledge and awareness of children's individual needs enables them to support each child's welfare and development well and as a result children make good progress. Staff provide a welcoming environment for children with a wide range of activities. Partnerships with parents are established quickly to exchange information which enhances the quality of children's care and education. There is good leadership from the manager for the staff team, with an effective balance of child and staff initiated learning experiences. There are good links with other providers and professionals to enhance the quality of care the children receive and partnership working with the local school. Staff and committee show a positive attitude and commitment to improving the provision and take into account most parental feedback. Staff and committee identify areas for improvement through reflection and prioritise these effectively.

## What steps need to be taken to improve provision further?

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

- develop further the engagement with parents by making more effective use of their views to help evaluate the pre-school's provision in order to better meet children's needs.

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

Effective recruitment and induction arrangements are in place to assess whether staff are suitable to work within an early years setting. Documentation, records, policies and procedures are in place. Good implementation of them helps to keep children safe and well cared for. Risk assessment and daily checking procedures ensure that hazards are identified and minimised to keep children safe. Staff have a good understanding and knowledge of procedures to follow if they have concerns regarding a child being at risk of harm. Staff attend relevant training and link with local support services to ensure they are informed of current developments.

The staff team create a welcoming environment that offers activities that interest children, both indoors and outside. The staff encourage children to make choices regarding activities they choose to engage in and to review their own learning through play, with staff providing good support when needed. There are stimulating interactions between staff and children that support children developing their skills across all areas of the curriculum. This all helps to meet children's individual requirements well. Observations and assessment procedures have recently been improved to gather information, plan and offer a wide range of activities and resources which are regularly rotated, to engage and sustain children's interests well. An outside play is freely accessible to children, with a second area opened up when staff are available to ensure a safe environment for all children. Parents are encouraged to provide appropriate clothing to enable children to access the outside area throughout the year.

There is positive and effective partnership with parents who are kept informed about their children's achievements, welfare and all aspects of their learning. They have opportunities to review their children's progress and meet with their child's key person to discuss welfare and learning, when they first start and on a regular basis. There are opportunities to talk to all staff in unplanned discussions confidentially. Parents' views are sought, however, staff do not always make effective use of these to help evaluate the pre-school.

Staff make positive links with other professionals and links have been made with the local school, supporting children to their next stage of learning. Continual professional development of the staff is well supported and regular meetings enable reflection on their practice to improve outcomes for children. The manager has high aspirations for the pre-school. An effective overall self evaluation of the provision, its strengths and weaknesses, improve outcomes for children well.

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

Children are very happy, secure and supervised well at all times whilst being able to play independently and safely. They have a very well organised, welcoming and

interesting environment in which to play, with easy access to the outside play areas. Children are keen to learn and have a good rapport with others and with members of staff. The staff are very well deployed to support children as they play independently. Each child has a key person who supports them well in settling in. This special staff member keeps observations on development and shares children's progress with parents to enable them to support their child's learning at home.

The children are able to freely choose which activities they wish to participate in and to also make their own choice of resources to support their individual interests. They use the indoor and outdoor environment very well to explore resources and enhance their knowledge. They are taught to keep themselves and others safe when playing. All children join in with circle time and group song time. Children enthusiastically participate in song time, when they enjoy singing familiar and new songs. Children thoroughly enjoy outdoor play, where they 'mend' the playhouse with a variety of tools. Children are encouraged to reflect and review the play they have undertaken.

Children become aware of difference and diversity through seeing positive images of people from different cultures and labelling on equipment. Makaton signing is used in group activities and during free play sessions to support children's differing communication skills. They engage in activities to support celebrations and traditions.

Children behave well, being aware of expectations at the pre-school where positive behaviour is recognised and praised. Staff very effectively promote and support children's development, learning, independence and confidence. Clear records of children's progress enable staff to monitor the effectiveness of their planning and practice, along with individual children's progress.

Children are learning to take turns and share the resources well, which they do with sensitive support from staff and through the use of sand timers, developing self assurance and problem solving skills. Staff have very positive, quality interactions with the children, creating an effective and engaging learning environment for them. Planned and spontaneous play opportunities are used effectively by staff to promote children's numeracy skills.

Children understand good hygiene, washing their hands independently before handling food at snack time. A cafe style snack time is available so children's play is not interrupted. At snack time, a variety of fresh fruit and crackers is available for children to select their own portions and to help children learn about what constitutes a healthy diet and lifestyle. Parents are encouraged to bring items of fruit in from home. The pre-school has been awarded the local authority Healthy Pre School award for 2011/12. Well developed hygiene routines are evident to keep children safe and healthy.

Children's physical development is encouraged as they have access to two well equipped outside areas, providing different play activities. Children enjoy using the climbing and slide equipment, the stepping stones and tyres. They are taught to keep themselves safe well; for example, children use skipping ropes carefully.

Children are developing useful skills for the future through access to different information and communication technology equipment. Children's own self-esteem and sense of value is promoted through "Wow" moments, where children share their recent achievements. Activities are undertaken in the summer term to help them be well prepared for their transition to school and their next stage in learning and development.

## 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

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

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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