

# Cross Hayes Pre School

St Mary's Hall, The Triangle, MALMESBURY, Wiltshire, SN16 0AH

<b>Inspection date</b>	13/11/2013
Previous inspection date	18/01/2011

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

## The quality and standards of the early years provision

### This provision requires improvement

- Children are happy, confident and build secure relationships with their key person.
- The premises are safe and secure and staff are vigilant in their supervision of the children.
- Resources are easily accessible and varied and help to promote children's learning.
- Staff have a calm, caring approach towards the children and use open questions to help children problem solve as they play.

### It is not yet good because

- Planning, observation and assessments of children are not fully effective to plan activities around children interests and help them progress effectively.
- During snack times, children are not encouraged to take an active role to develop their independence effectively; and during activities, staff regularly interrupt children's play to move groups of children to another room for a different activity.
- Systems for self-evaluation do not currently include the views of parents and children.
- Partnerships with other settings are not fully effective, which means that all adults are not able to contribute to children's learning and development.

## 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.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the playroom.
- The inspector held meetings with the manager of the provision and a committee member.
- The inspector had discussions with staff, children and parents.
- The inspector sampled a range of documentation, including children's records, safeguarding procedures and the settings' policies and procedures.

## Inspector

Hilary Tierney

## Full report

### Information about the setting

Cross Hayes Pre School opened in 1979 and moved to these new premises in 2010. It operates from two rooms within St Mary's Church hall in Malmesbury, Wiltshire. Children have access to an outdoor play area. The pre-school opens Monday to Friday. Sessions on Mondays and Wednesdays are from 9.15am to 2.45pm, sessions on Tuesdays, Thursday and Fridays are from 9.15am to 1.15pm during term time. The pre-school is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 36 children from two to five years on roll; all in the early years age range. The setting receives funding for free early education for children aged three and four years. The group can support children with special educational needs and/or disabilities and those who have English as an additional language. There are eight members of staff; five hold appropriate early years qualifications to level 3 and two staff have qualified teacher status.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure observations, assessments and planning include more focus on children's next steps and interests, so all adults are able to support children's learning at all times.

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

- provide children with more opportunities to develop their independence, in particular during snack times; and consider how activities can be interrupted less throughout the sessions, so children can continue to play and learn
- review and extend the self-evaluation process to include the views of parents and children, to ensure that the quality of provision continues to improve
- develop partnerships with other early years settings children attend, so all adults are able to contribute to children's learning and development.

### Inspection judgements

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

Children are generally occupied adequately and enjoy their time at the setting; however, not all areas of learning are consistently covered, such as helping children learn about technology. The prime areas of learning support children's development adequately. Staff routinely make observations on the children, but are not consistently sharing this information with each other or using it effectively, so the quality of teaching is variable. This means that at times activities do not challenge the older children and some of the younger children do not participate fully in them. For example, during circle time staff speak to children about what is an opposite. Some children take part in this activity well, but the younger children just sit and watch saying nothing. Staff use a tambourine to warn children of a change of activity or when they want to speak to the children. For example, when a group of children are taken into another smaller room for a group activity, staff shake the tambourine and all children stop what they are doing and sit down. The member of staff chooses a group of children and takes them into the next room and the other children are told to carry on playing. This happens several times during the session. Some children get upset as their play is interrupted several times, and they are not taken into the smaller room as they expect.

Children have opportunities to look at books alone and together with staff. They are able to sit in a cosy area and look at the books. A group of children spend a long time with a member of staff looking at books on the floor, talking about the pictures, the animals, where they would find them and the sounds they make. This helps to develop children's early language skills and learn that words have meaning. Children are able to develop early writing skills and have easy access to writing materials, such as pens, crayons and paper. Children also have access to recycled materials and enjoy making models. They take great delight in showing others what they have made. Staff sit close by and when children ask for help they are able to do so; however, the quieter children who do not ask tend to have little adult interaction. When staff do see that quieter children need help, they offer it and speak to the children about what they are doing. Some children are able to use glue sticks, sticky tape and scissors successfully, with little adult help. Children are encouraged to write their own names on their work when they have finished. This encourages children's emerging writing and their physical skills as they learn to use tools for a purpose.

Children enjoy free painting; they fetch their own aprons and paint their paper. They chat happily with each other and the member of staff about what they are doing. The children paint their hands and move them on the paper to make a large splash of paint. The member of staff shows them when she paints her hand what can happen if she puts her hand on the paper making a print. Children then copy her and enjoy making lots of hand prints. This encourages children's imagination and creativity. Children enjoy role play and dressing up; for example, a child enjoys walking around in a police tabard with a pretend walkie talkie, talking to people. They pretend to arrest staff and tell them they need to be good. Most children are acquiring the skills, attitudes and dispositions they need to prepare them for their next stages in their learning, such as school.

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

Children develop secure attachments with their key person and demonstrate they feel safe and secure at the setting. The environment is welcoming with children's work displayed around the room. Staff are able to demonstrate they know their key children reasonably well as they interact. Resources are easily accessible and in good condition. Children are able to select from the resources on offer. Most children are well behaved and staff manage children's behaviour in a consistent way. They remind children to share and take turns. Staff talk to children, if any incidents occur, about what they have done wrong and how they have hurt their friends. Children are encouraged to apologise to each other if necessary. Children at times need gentle reminders about not running in the setting. Children understand the rules of the setting overall. When the tambourine is shaken by a member of staff, they all know they need to sit down and listen to what is being said. However, children are interrupted often during a session, which stops their play. Security of the premises is suitable. Staff supervise children well during the sessions and ensure that when parents leave or collect their children an adult supervises the door to monitor who is arriving and leaving the premises. Alarms on the inner doors alert staff to anyone leaving or entering the room; this helps staff to keep children safe when on the premises.

Children are beginning to learn about healthy lifestyles. Most are able to easily access the toilets when required, although the younger children tend to need reminding. Staff remind children to wash their hands after using the toilet and before eating. Children sit well at both snack and lunch times. They chat happily as they eat. However, during snack time, staff are not well organised and instead of sitting at the tables with children, all staff give out the snacks and drinks. As a result, children are not able to fully develop their independence; for example, by pouring their own drinks and being involved in the preparation of snack times. Most children have access to fresh air and exercise, as they are taken on outings around the local area. They understand the rules of the setting and staff ensure children are supervised adequately during these outings. Most children are being prepared for their next stages in their learning as the staff provide adequate support for their transitions to the next stages in learning.

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

The inspection was carried out due to concerns raised to Ofsted regarding the suitability of adults working with the children, the pre-school's safeguarding practice and their use of risk assessment to protect children. Ofsted carried out an investigation and found that appropriate systems were in place to deal with any staffing issues and the setting appropriately protects children's welfare through their safeguarding practice and use of risk assessment. This inspection has found that the provider is suitably aware of their responsibility in meeting the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. The manager and committee are aware of their roles in the setting. All staff, including volunteers, are suitably checked to ensure they are safe to work with children. Staff appraisals and training needs are suitably identified and developed adequately. Recruitment procedures are adequate and staff induction is suitable, which means that staff are adequately aware of the setting's policies and procedures. The manager is suitably aware about the need to inform Ofsted of any

significant events.

The provider is adequately aware of their responsibilities in meeting the learning and development requirements; however, the systems the staff have in place to monitor how the educational programmes are delivered are not effective. Most of the children's learning journals were not available for inspection, which means that staff are not consistently noting observations on the children. As a result, staff are not consistently sharing and identifying children's next steps and interest. This means that some areas of learning may be missed and children's next steps are not readily available for all staff to see.

The partnerships with parents are good. Parents receive detailed information about their child's day, such as what activities they have taken part in. They are able to speak with the key person at any time and have regular information shared through newsletters. Parents speak highly about the setting and most families have had several children attending over the years. All parents spoken to know their key person and that their child's learning journal is available if they want to look at it. Partnerships with other early years settings are being developed. Information sharing between them is basic and is not used effectively to ensure that all adults are able to contribute to children's learning and development.

The setting has started to complete an evaluation of practice. Some areas for improvement have been identified, but these are not sufficiently focused on improving children's achievements. The committee and all staff have been involved in the evaluation of practice. At present, the views of parents and children have not been included in the evaluation process to help drive improvement in the quality of the provision.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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.

## 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>	EY406092
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	918439
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	36
<b>Name of provider</b>	Cross Hayes Pre-School Committee
<b>Date of previous inspection</b>	18/01/2011
<b>Telephone number</b>	07884 284897

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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

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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