

Cross Hayes Pre School

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

Inspection date	05/11/2014
Previous inspection date	13/11/2013

The quality and standards of the early years provision	This inspection:	3
	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		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 settle to play quickly as staff create a welcoming and friendly environment.
- Staff work well as a team to provide a wide range of interesting activities based on children's interests.
- Staff have a good understanding of their responsibilities to protect children. They continually risk assess activities and have a secure understanding of child protection issues.

It is not yet good because

- The provider has failed to notify Ofsted of changes to committee members as required.
- Activities are not always presented in a way which sparks children's interest in their learning.

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 children playing indoors and outdoors.
- The inspector held discussions with the manager and staff.
- The inspector carried out a joint observation with the manager.
- The inspector took into account the views of parents spoken to on the day and from feedback supplied by them.
- The inspector sampled documents including the pre-school's self-evaluation, children's records and staff suitability checks.

Inspector

Karen Prager

Full report

Information about the setting

Cross Hayes Pre School opened in 1979 and registered in the 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 each weekday during school term times. 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. The pre-school is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 28 children from two to five years on roll; all in the early years age range. The pre-school receives funding for free early education for children aged three and four years. The pre-school can support children with special educational needs and/or disabilities and those who are learning English as an additional language. There are eight members of staff; four staff have qualified teacher status and three hold appropriate early years qualifications at level 3. One member of staff is working towards an early years qualification at level 3.

What the setting needs to do to improve further

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

- develop the management committee's knowledge and understanding of their roles and responsibilities to ensure statutory requirements are adhered to, including informing Ofsted of changes to all adults connected with the pre-school.

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

- enhance the learning environment by improving the presentation of resources to further spark children's interest in learning.

Inspection judgements

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

Staff have a good understanding of how children learn and develop. They know children well and provide a wide range of enjoyable indoor and outdoor learning experiences, based on individual preferences. As a result, children are actively engaged in purposeful and worthwhile activities throughout their time at pre-school. As a result, they make good progress across all areas of learning. The quality of teaching is good. Staff plan appropriately challenging activities to support children's specific learning needs.

Staff provide good support for children who are new to the pre-school. This helps children

to become confident and establish positive relationships with others, which in turn promotes a sense of belonging. As a result, children acquire good personal and social skills. Staff complete the required progress check for two-year-old children when appropriate. Assessment systems are robust and monitored by the manager. Parents contribute to this process, which successfully promotes opportunities for shared learning. Staff work positively with parents and other professionals to implement effective support strategies to support the individual needs of all children. Children's development records show that staff undertake ongoing observations and identify appropriate next steps for children's progress. The staff take account of these next steps in their planning and provide regular opportunities for children to work rapidly towards the early learning goals. Staff respond to children's interests. For example, staff followed a request from children and took them to play in the small rear garden. Children discovered how much their flowers had grown and examined the abundance of caterpillars feeding on them.

Staff take effective steps to extend children's learning. For example, when children noticed they had made some triangles, staff encouraged them to think about the different sizes and they talked about which one was small and which was the biggest. Children learn about letters and they soon learn to find their name when they enter the pre-school at the start of the session. Staff speak clearly with the children to promote a good understanding of the correct sounds of words. Children enjoy looking at books. Staff teach children to listen to instructions and they sit well to listen to a story. They listen carefully and remember the different characters and the noises they make. Children are curious, inquisitive and keen to learn. During the inspection, children noticed the aeroplanes flying overhead and the staff encouraged them to think about the other sounds they could hear when they play outside. Children develop confidence as they contribute to group discussions and they express themselves very effectively. Staff listen attentively to children, which not only ensures that their individual needs are met, but also promotes their sense of self-worth. Children's physical development is promoted well. Children develop strength and balance as they climb around the large play equipment. As a result of these good teaching practices, children develop the key skills required for their next steps in learning.

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

Staff provide a friendly welcome which helps children feel secure. They help children to settle at an activity which they enjoy and all play happily. Every child has a key person who monitors and supports children's well-being and development. Children behave well because they are busy and staff explain what is expected. As a result, children's time in the pre-school is a happy one and they are ready to learn.

Staff set out the room each day with a range of interesting activities for the children. The staff display bright posters and children's art which are regularly changed to maintain children's interest in their environment. The toys are in easy reach of the children and they confidently ask for any additional resources that staff have not put out. However, staff do not always consider the presentation of activities when setting them out; for example, by providing a broad range of props for children to play with at the birthday

party in the role-play area. This means that children's interests are not always fully captured to promote their learning.

Children start to understand about safety and learn to keep themselves safe. For example, staff teach children to stand back when they are waiting to use the trampette, and they talk about how they should cross the road when they go on outings. Staff support children well with their developing independence. Children enjoy using the soap to get their hands clean after painting and they know to wash their hands before their lunch. They help with the organisation of snacks and carefully pour their own drink. The staff further promote children's understanding about leading healthy lifestyles when they talk to children about the different foods they eat. Children develop skills in putting their coat on before playing outside in cold weather. Children are very keen to play outside and they benefit from the fresh air while they are balancing on the logs and playing with the trucks.

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

Generally, the management committee and staff have an appropriate knowledge and understanding of the requirements of the Early Years Foundation Stage. However, the provider has failed to notify Ofsted of changes to the management committee members. This is so that required suitability checks can take place to help to ensure the pre-school protects children's welfare effectively. It is a legal requirement to do so for both the Early Years Register and the Childcare Register. However, on this occasion, Ofsted does not intend to take further action. This breach of requirements does not have a significant impact on children's safety because the committee members do not have unsupervised access to children. Appropriate procedures are undertaken for checking the suitability of staff and visitors are not left alone with children. Staff have received training in first aid, which enables a swift response if needed. Staff with specific responsibilities, such as for safeguarding and the special educational needs coordinator, have received relevant training. This enables staff to meet children's specific needs as required. Staff keep an accurate record of the attendance of both children and visitors to the pre-school and implement a broad range of policies to support the children's welfare, learning and development. The pre-school also shares the policies with parents to keep them informed of procedures that help staff safeguard their children.

The manager has a sound understanding of the strengths and aspects for further development of the pre-school. The committee and staff demonstrate a commitment to improvement. Since the previous inspection, the staff have adjusted the organisation of the day so children can play uninterrupted. In addition, they have developed the planning system so that all staff are able to support children in what they are learning next.

Parents are encouraged to provide their feedback through informal discussions and questionnaires. This provides useful opportunities for parents to feel involved in their children's learning and in helping drive improvements within the pre-school that will benefit their children. The regular staff meetings allow staff to review policies, monitor children's development and share suggestions to develop practice. Staff are encouraged to

continue professional development through further training. Partnerships with parents are positive. Parents comment that their children are keen to attend and they value the friendly staff. They feel that staff keep them well informed of their children's experiences. Staff link with other early years settings that children attend to share information regarding children's development. This helps to provide complementary learning experiences for each child to support them in to make good progress.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- inform Ofsted of any changes to management committee members, including their name, date of birth, address and telephone number (compulsory part of the Childcare Register).

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

Unique reference number	EY406092
Local authority	Wiltshire
Inspection number	962886
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	28
Name of provider	Cross Hayes Pre-School Committee
Date of previous inspection	13/11/2013
Telephone number	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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