

# Cross Hayes Pre School

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



<b>Inspection date</b>	16 September 2015
Previous inspection date	5 November 2014

	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
<b>The quality and standards of the early years provision</b>			
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Managers and staff have a secure knowledge of how children learn and provide a rich and varied programme of activities and play opportunities. As a result, children make good progress from their starting points.
- Managers and staff have high expectations of behaviour and offer clear boundaries and routines. As a result, children are confident, behave well, respect one another, share toys and take turns in their play.
- Partnerships with parents are exceptionally strong. This is because managers and staff talk to parents daily and encourage them to be involved in all aspects of their child's development and continued learning at home.
- The manager provides good leadership. Targets for improvement are routinely set and monitored. Staff have successfully addressed the actions and recommendations raised at the last inspection. For example, there are robust recruitment procedures in place, as well as required suitability checks for all adults connected with the pre-school.

### It is not yet outstanding because:

- Staff do not always take every opportunity to develop children's mathematical skills fully, for example, by teaching children to measure and recognise shape and size as they explore during play.
- Staff do not maximise all opportunities for children to gain independence as they sometimes carry out tasks for children that they could do for themselves.

## What the setting needs to do to improve further

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

- ensure staff take every opportunity during children's play to build on their developing mathematical skills and mathematical language
- provide more opportunities for children to develop their independence and carry out more tasks for themselves.

### Inspection activities

- The inspector observed activities throughout the pre-school and outdoors.
- The inspector held discussions with the management team, and spoke with children and staff at appropriate times throughout the inspection.
- The inspector sampled a range of documentation, including attendance records, staff suitability checks, the self-assessment information, children's observation, assessment and planning records, and documentation linked to managing children's progress.
- The inspector took into account the views of parents and carers spoken to on the day.
- The manager was offered the opportunity to take part in a joint observation, but declined.

### Inspector

Julie Swann

## Inspection findings

### Effectiveness of the leadership and management is good

Managers and staff have a good understanding of the requirements. They attend safeguarding training and understand their responsibilities should they have a concern about a child in their care. As a result, safeguarding is effective. The manager monitors the quality of teaching. For example, staff have regular supervisions, appraisals and observations. She maintains a good overview of children's learning and assessments. This helps to ensure any identified gaps in children's learning are closing. Staff are well qualified and undertake regular training. For example, they have recently attended communication and language training. Managers and staff work well with external agencies, such as speech and language services and local schools. This helps to enable them to meet children's individual needs effectively.

### Quality of teaching, learning and assessment is good

Staff plan for and complete accurate observations of children during play. These assessments then form the basis of what children need to learn next. Staff effectively promote children's language and communication skills. For example, children held conversations with staff as they attempted to build a fire engine out of blocks. Staff prompted children to think about how to achieve this by asking questions which encouraged them to discuss possible solutions. This helps to extend children's thinking skills. Children use their imagination well as they become engrossed in their play. For example, they place straw and leaves onto animals and sing them to sleep. Children have a varied range of opportunities to use arts and crafts materials. Consequently, they develop their own creative ideas.

### Personal development, behaviour and welfare are good

Children build strong, secure attachments with their key person. This supports their emotional well-being and has a positive impact on their sense of belonging. Staff promote children's good health because snacks are varied and nutritious. Children follow good hygiene routines and participate in physical activities outdoors. For example, they enjoy running, playing in the mud kitchen, threading and exploring play dough. Children learn successfully about people's differences through celebrations of different festivals, such as Diwali, and by using resources that reflect positive images of diversity. Children take part in community events, such as the local carnival parade. This helps children to develop a growing awareness of their community and of the wider world in which they live.

### Outcomes for children are good

Outcomes for children are good. For example, children are excited to identify the letters and sounds as they write their names. They help each other and consider which letters are the right way up and which are upside down. This helps children develop essential skills for future learning, such as school.

## Setting details

<b>Unique reference number</b>	EY406092
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	998283
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	30
<b>Name of provider</b>	Cross Hayes Pre-School Committee
<b>Date of previous inspection</b>	5 November 2014
<b>Telephone number</b>	07884 284897

Cross Hayes Pre School registered in 2010 and operates from St Mary's Church Hall in Malmesbury, Wiltshire. The pre-school is open on Mondays and Wednesdays from 9.15am to 2.45pm and on Tuesdays, Thursdays and Fridays from 9.15am to 1.15pm. The pre-school receives funding for free early years education for children aged two, three and four years. There are six staff, including the manager, who work directly with the children. Of these, two have Qualified Teacher Status, three hold appropriate early years qualifications at level 3 and one member of staff is working towards an early years qualification at level 3.

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