

# Crawshawbooth Pre-School Playgroup

Community Centre, Adelaide Street, Rossendale, Lancashire, BB4 8PW



<b>Inspection date</b>	24 September 2015
Previous inspection date	10 October 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- The quality of teaching, learning and assessment is outstanding. All staff know the children exceptionally well and plan successfully for their progress. This ensures all reach their full potential.
- Outcomes for children are outstanding. All children make excellent progress across all areas of the curriculum. There are almost no gaps between the progress of different children.
- The leadership of the provision is outstanding. The nursery is exceptionally well led and managed. Staff work well together and share a commitment to providing high-quality care and learning for all children.
- Safeguarding is highly effective. All staff and partners work well together to ensure high-quality support for all children.
- Children of all abilities make excellent progress in their personal development. They are extremely well cared for, feel secure and are happy.

## What the setting needs to do to improve further

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

- review and refine training and support programmes, so that all staff have high-quality support and guidance to maintain and continue to build upon the strengths of the provision for all children.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors.
- The inspector completed two joint observations with the pre-school manager.
- The inspector held a meeting with the manager and deputy.
- The inspector looked at all relevant documentation, including the pre-school's self-evaluation and the evidence of the suitability of staff.
- The inspector spoke to parents and included two letters from them during the inspection.

### Inspector

Rebecca Lawton

## Inspection findings

### **Effectiveness of the leadership and management is outstanding**

Leaders are continually striving for excellence in both children's achievement and welfare. Procedures and policies are particularly effective and are resulting in outstanding outcomes for children in all areas. Effective partnerships, particularly with parents and the community, are enriching children's experiences. For example, the setting delivers training to parents and staff together on safeguarding and child protection. Safeguarding is effective. Managers are aware of the need for continually reflecting on staff's training needs. All staff effectively track children's progress, have an accurate knowledge of their abilities and plan curriculum activities that support them to make excellent progress and which meet their particular individual needs.

### **Quality of teaching, learning and assessment is outstanding**

Expectations of the quality of teaching, learning and assessment are consistently high for all staff and have led to outstanding results. All staff are well trained and have excellent knowledge of every child's particular needs. Staff respond to children's needs by reviewing, researching and gathering resources which ensure all have equally good support. For example, for children who have English as an additional language, staff find many ways to support them in both their own language and English, so they make exceptional progress.

### **Personal development, behaviour and welfare are outstanding**

The calm and interesting environment staff provide for children encourages their engagement in all elements of the curriculum. Staff model curiosity and imagination which contributes to children becoming active, resilient and courageous with their learning. Excellent relationships with staff and each other support children to develop very good manners and respect. Children are highly confident and access resources independently, asking for support when they struggle, for example, when washing their hands. They are able to sustain their concentration and are excited to learn new ways of learning and playing together. They celebrate their own and others' successes and are extremely aware of how to be safe and healthy.

### **Outcomes for children are outstanding**

Outcomes are outstanding for all children in all areas of the curriculum. Leaders and staff ensure that no child is disadvantaged and those who have additional needs make equal progress, so that all children leave the setting well prepared for their next stage of education. There are almost no gaps between the achievements of different children. Children are highly motivated by the exciting and innovative resources provided for them. They make excellent progress across all areas of learning and in their social, moral, spiritual and cultural aspects of their development.

## Setting details

<b>Unique reference number</b>	309281
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	855194
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	22
<b>Number of children on roll</b>	38
<b>Name of provider</b>	Crawshawbooth Pre-School Committee
<b>Date of previous inspection</b>	10 October 2011
<b>Telephone number</b>	01706 830 796

Crawshawbooth Pre-school Playgroup was registered in 1989. The pre-school employs six members of childcare staff. Of these, one has an appropriate early years qualification at level 4, four at level 3 and one at level 2. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am until 12 noon and additionally on Wednesdays, Thursdays and Fridays from 12.30pm until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports children who have English as an additional language.

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