

Crawshay Pre-School

Caversham Methodist Church, Gosbrook Road, Caversham, Reading, Berkshire, RG4 8EB



Inspection date	17 March 2017
Previous inspection date	25 February 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Leaders have a clear vision for the pre-school and are absolutely determined to give children the very best start. The manager knows precisely what very good teaching looks like and is relentless in her efforts to build a strong well-qualified team.
- Children relish their time at this welcoming pre-school, where consistent and caring staff help children build strong relationships. Children are absorbed in all they do from the moment they arrive. They are settled, happy and eager to learn.
- Staff accurately assess children's development and are alert to those at risk of falling behind. They take positive steps to ensure each child gets the support they need at the earliest opportunity to help them achieve as well as they can.
- Teaching is consistently good or better. Most staff are well-qualified and have a thorough understanding of how children learn. They skilfully support children's learning through varied and playful experiences. All children make good progress.
- Staff build excellent partnerships with parents. They keep them very well informed of their children's progress and encourage parents to share information from home. Staff and parents work together extremely well to support children's learning.

It is not yet outstanding because:

- Staff sometimes miss opportunities when children are initiating their own play to extend children's learning and challenge their thinking.
- Staff do not make very best use of the outdoor space to enhance children's learning.

What the setting needs to do to improve further

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

- support staff in continuing to develop their teaching skills to a very high standard so they fully extend children's learning, especially during play that children initiate themselves
- provide children with a rich variety of play materials that they can move, adapt and use in different ways, particularly in the outdoor learning environment.

Inspection activities

- The inspector observed staff interacting with children during indoor and outdoor activities. She discussed how staff and managers support children's learning and monitor the progress they make.
- The inspector carried out a joint observation of an activity with the manager. They discussed how managers monitor and improve the quality of teaching.
- The inspector looked at documentation, including children's records, evidence of staff suitability and training, policies and procedures, the accident record and evaluation records.
- The inspector held discussions with committee members and the manager about the self-evaluation of the nursery and the plans for improvement.
- The inspector took account of parents' views spoken to on the day and from written testimonials.

Inspector

Rachel Edwards

Inspection findings

Effectiveness of the leadership and management is outstanding

The highly qualified and experienced manager uses her detailed knowledge to understand how children learn best. She teaches every day, leading by her excellent example. She regularly reviews staff practice and has successfully nurtured a culture of mutual support. Staff feel safe to question existing practice, share ideas and try new ways of doing things. This creates a dynamic learning environment, which is reflected in the enthusiasm of the staff, children and parents. However, there remain small aspects of teaching that have yet to be fully overcome. Safeguarding is effective. All staff receive training, with managers at an advanced level, so all are confident in how to recognise, record and report concerns. The committee understand and fulfil their responsibilities. The manager works closely with other agencies to help protect children from harm.

Quality of teaching, learning and assessment is good

Staff provide a variety of learning experiences based on accurate assessments of each child's interests and learning needs. Staff make the most of structured teaching opportunities each day. For example, to build confidence and speaking skills, a small group of children use characters painted on pebbles to tell their own stories. Children make good progress using numbers and mathematical ideas, especially during adult-led activities. For example, they explore length and shape as they build a raised walkway in the garden. Staff encourage children to play imaginatively. For example, they provide baby dolls as many children have new siblings in the family. Staff share their knowledge and resources with parents so they can support their children's learning at home.

Personal development, behaviour and welfare are outstanding

Staff make sure children know their special member of staff and others in their group very well. This helps them settle quickly and feel secure. Staff encourage children to be thoughtful and kind. For example, they help children recognise when others do not want to join in with a boisterous game. Staff offer helpful advice, such as establishing bedtime routines and encouraging healthy eating, to parents whose children find behaviour boundaries difficult. Children are independent, confident and self-assured. Staff value their opinions. They listen attentively as children show, with thumbs up or down, whether they have enjoyed a story and discuss why. Children spend extended periods of time outside which greatly benefits their health, development and well-being.

Outcomes for children are good

Children are prepared well for starting school. They are curious and find their own ways of doing things. Children love books and eagerly join in. They recognise some familiar words and some can write their names. Children enjoy mark making in a variety of ways in good preparation for learning to write. They count, sort and measure as they play.

Setting details

Unique reference number	EY272144
Local authority	Reading
Inspection number	1085803
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	24
Number of children on roll	36
Name of registered person	Crawshay Pre-School
Registered person unique reference number	RP535495
Date of previous inspection	25 February 2015
Telephone number	0118 9484333

Crawshay Pre-School registered in 1970. It is situated in the Methodist Church Hall in Caversham, Reading, Berkshire. The pre-school is open every weekday during term time only. It operates on Monday, Wednesday and Thursday from 9.15am to 2.45 pm, on Tuesday from 12.15pm to 2.45pm, and on Friday from 9.15am to 1.15pm. The pre-school receives funding to provide free early education for children aged two, three and four years. The pre-school employs seven staff who work with the children. The manager holds early years teacher status. Four other members of staff hold relevant qualifications at level 3 and another is working towards this.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

