

Cross Hayes Pre School

St. Marys Hall, Malmesbury, Wiltshire, SN16 0AH



Inspection date

3 July 2018

Previous inspection date

16 September 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- The committee and staff seek parents' and children's views to help evaluate the quality of the provision. They implement effective action plans to drive further improvements that benefit children.
- Staff understand well how children learn and develop. They monitor children's progress carefully and identify where extra support may be needed. Staff consider children's interests as they plan activities to support their next developmental steps.
- Staff interact sensitively with children overall. They do not interrupt or take over children's ideas but help them to develop their thoughts and build on their learning.
- The supportive staff encourage children's growing independence. They give children the confidence to try new things and to celebrate their own and other's achievements.
- Staff help children gain a very good awareness of how to make healthy choices and to look after their bodies. For instance, children recognise which foods are healthy and understand how to play safely in the sun. They play energetically outdoors each day.

It is not yet outstanding because:

- The arrangements for supervising and coaching staff are not rigorous enough to ensure that their teaching is consistently of a very high quality.
- Staff do not consistently gather sufficient information about children's prior learning to enable them to plan for their individual learning from the outset.

What the setting needs to do to improve further

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

- develop further the monitoring and supervision of staff, to improve their skills and knowledge, and raise the quality of teaching to a consistently very high standard
- gather more precise information from parents about children's prior achievements at home, so that focused plans for learning can be implemented at the earliest opportunity.

Inspection activities

- The inspector observed staff interacting with children during activities indoors and outdoors, and assessed the impact of teaching has on children's learning.
- The inspector held meetings with the chairperson and manager. She spoke with children, staff and parents at appropriate times during the inspection.
- The inspector sampled documentation, including children's developmental records, evaluation records and evidence of the suitability checks on adults involved with the pre-school.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with several parents during the inspection and took account of their views.

Inspector

Rachel Edwards

Inspection findings

Effectiveness of the leadership and management is good

The manager works closely with the local authority. For example, she uses an accreditation scheme to help identify what the setting does well and where it could improve further. Staff undertake a range of training, such as to gain ideas of how to encourage children to develop their own play. They have developed the garden and changed the routine to avoid disrupting the flow of play. Staff have good links with other professionals to provide additional support for individual children where needed. The manager uses additional funding effectively, for example to employ extra staff to provide high levels of emotional support for individual children. Safeguarding is effective. The manager ensures that staff are vigilant and keep their knowledge up to date. Staff understand their role in child protection and know how to report concerns about a child's welfare. They supervise children closely, taking extra care at busy times, such as when children are going home.

Quality of teaching, learning and assessment is good

Staff keep parents well informed of their children's progress. They use small-group activities effectively to target learning precisely to children's needs, such as preparing older children for starting school. Children actively explore their surroundings, choosing what they would like to do next. They play imaginatively, 'munching' apples they buy in the role-play shop. Staff interact purposefully overall, such as counting coins. Staff speak slowly and clearly, and make good use of props to capture all the children's interest. They introduce new words, such as 'lava' as they make sand volcanoes. They encourage children to listen carefully and prompt them to hear the sounds at the beginnings of words. Children enjoy investigating. They experiment making potions and are absorbed in creative activities, such as painting with vegetables.

Personal development, behaviour and welfare are good

Children are happy and settled in the welcoming atmosphere that staff create. Staff organise the environment well, to enable children to follow their interests and lead their own play. For example, children roll aside a log to dig in the mud. They fetch water to mix it with and draw on the log with the 'paint' they have made. Staff manage children's behaviour consistently. Children respond well to their firm but gentle guidance as they learn to share, take turns and resolve any minor disputes amicably. They learn to manage small risks. Children show this when they safely negotiate steps, slopes and planks.

Outcomes for children are good

All children make good progress. They are developing the skills they need to help them be ready for the move on to school. Children are friendly and sociable, confidently make choices and share their views. They use their imaginations well and negotiate with friends. This is illustrated when they decide who will be the 'finder' in a game of hide and seek. Children show a keen interest in books and enjoy making marks in many ways, in readiness for writing.

Setting details

Unique reference number	EY406092
Local authority	Wiltshire
Inspection number	1130685
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	23
Number of children on roll	35
Name of registered person	Crosshayes Pre-School Committee
Registered person unique reference number	RP904693
Date of previous inspection	16 September 2015
Telephone number	01666 823736

Cross Hayes Pre School registered in 2010 and operates from St Mary's Church Hall in Malmesbury, Wiltshire. The pre-school employs six members of childcare staff, including the manager, who work directly with the children. Of these, two hold qualified teacher status, two hold appropriate early years qualifications at level 3 and two are unqualified. The pre-school is open on Mondays, Wednesdays and Thursdays from 8.45 am to 2.45pm and on Tuesdays and Fridays from 8.45am to 1.15pm. The pre-school provides funded early years education for two-, three- and four-year-old children.

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