

Crescent Under Fives

148 Wokingham Road, Reading RG6 1JR



Inspection date	3 December 2018
Previous inspection date	5 June 2014

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of 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 supervisor and staff are highly reflective teachers. They know all children exceptionally well and provide an abundance of high-quality, inspiring learning experiences. All children make sustained and rapid progress from their initial starting points.
- The supervisor and staff are inspiring role models. They teach children to understand the importance of using good manners, and to show care, respect and tolerance towards each other. Children's behaviour is impeccable. They work together completing tasks and listen intently to each other's ideas and views.
- The supervisor and staff are extremely adept at identifying the need for early intervention. They work in a commendable manner with a wide range of professionals. One example of this is the outstanding levels of support for children with special educational needs and/or disabilities, to help them achieve the very best possible outcomes.
- Partnerships with parents are excellent. The supervisor and staff share a wealth of information with parents, to help ensure learning can be extended at home. Parents are incredibly complimentary about the playgroup. They say that all staff continually go 'above and beyond' for all families and children.
- The supervisor has an exemplary commitment towards sustaining outstanding teaching. She identifies areas for development and strives to maintain children's excellent outcomes. The previous recommendations have been met.

What the setting needs to do to improve further

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

- continue to broaden the very good range of experiences for children to develop their early writing skills, to help sustain their excellent progress.

Inspection activities

- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector sampled a range of documentation, including attendance records; safeguarding documentation; staff suitability checks; children's observation, assessment and planning records; and documentation linked to managing children's progress.
- The inspector spoke with members of staff and children at appropriate times during the inspection and held meetings with the supervisor and senior management team.
- The inspector undertook a joint observation with the supervisor.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection.

Inspector
Julie Swann

Inspection findings

Effectiveness of leadership and management is outstanding

The arrangements for safeguarding are effective. The supervisor and staff diligently keep up to date with changes in child protection legislation. They have an exemplary understanding of the procedures to follow should they have concerns about a child's welfare. The supervisor implements systematic recruitment and vetting procedures, to help ensure all staff remain suitable for their role. The supervisor has very high expectations of what children can achieve. For example, she meticulously monitors and tracks children's learning. Any delays in their development are swiftly identified, and precise interventions put in place to help narrow any gaps. The supervisor leads the well-qualified staff team extremely well. She provides motivational support through peer observations, one-to-one supervisions and team meetings, to help maintain staff outstanding practice. The supervisor and staff are passionate about deepening their professional skills and knowledge. For example, innovative training has helped strengthen staff understanding of positive behaviour support.

Quality of teaching, learning and assessment is outstanding

Staff make high-quality observations and assessments of children's progress. They use this information to plan meticulously for children's ongoing development. Staff support children's communication and language skills exceptionally well. For example, they expertly interweave words, such as 'potassium' and 'grain', into discussions and children very articulately discuss their own ideas. Staff are adept at supporting children to be imaginative. For example, children become completely absorbed as they pretend to be classroom teachers and shop assistants. They squeal with delight as they run from 'dangerous lions' and hide in a cave. Staff inspire children to develop an early interest in science. For example, children have tremendous fun as they discover the effects of light on different objects. They make reflective shapes using a torch and their natural curiosity is triggered when they experiment with dough, rice and water. However, very occasionally, staff do not encourage children to extend their skills in early writing.

Personal development, behaviour and welfare are outstanding

Staff build exceptionally strong emotional attachments with children. They have an excellent understanding of their individual needs and children display very high levels of self-esteem and confidence. Staff teach children the importance of healthy practices. They discuss food groups and nutrients, such as calcium and protein. Children have an abundance of opportunities to develop their physical skills. They take well-managed risks and have great fun splashing in puddles, digging and exploring. Staff are extremely skilled in teaching children about diversity, the world around them and the local community in which they live.

Outcomes for children are outstanding

Children acquire exceptional skills, attitudes and dispositions in readiness for school. They flourish and are extremely confident and independent. Children have an excellent grounding in literacy. They look at copious amounts of books and some can read simple words. Children learn to count. They apply their exceptional understanding of shapes, weights, sizes and numbers during daily activities.

Setting details

Unique reference number	116827
Local authority	Reading
Inspection number	10061192
Type of provision	Sessional day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	36
Number of children on roll	25
Name of registered person	Crescent Under Fives
Registered person unique reference number	RP518109
Date of previous inspection	5 June 2014
Telephone number	0118 901 0012

Crescent Under Fives opened in 1970 and registered in 2001. It operates from the grounds of Alfred Sutton Primary School in Reading, Berkshire. The playgroup employs 10 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or above. The playgroup opens for 38 weeks of the year. Sessions are on Monday to Thursday from 8.40am until 3.20pm, and on Friday from 8.40am to 12.20pm. The playgroup provides funded early education for two-, three- and four-year-old children.

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