

Crowmarsh Pre-School

Old Reading Road, Crowmarsh Gifford, Wallingford, Oxfordshire OX10 8EN



Inspection date	1 July 2019
Previous inspection date	23 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of 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 leadership of the pre-school is strong. The committee and manager are dedicated to the continual development of the setting and have a clear vision for the future. Morale is good among the newly formed team and all staff work closely together to improve outcomes for children.
- Staff provide a warm and caring environment that welcomes children and their families. Staff communicate well with each other to meet children's needs. Children form good relationships with their key person and other staff, which helps them to feel safe and secure. All staff are friendly and approachable and offer reassurance to those children who need it.
- There is a particularly effective partnership with the local school. Children who are due to move on to school have frequent opportunities to visit the school, and teachers are invited to meet the children at the pre-school. This helps children to feel excited, confident and well prepared for the next stage in their learning.
- Staff work well with other professionals to provide effective support for children with special educational needs and/or disabilities. This contributes to the ongoing progress these children make.
- The manager has introduced systems for helping the members of her new staff team to improve their skills. However, these do not yet have a strong enough emphasis on incisively evaluating their practice to help raise the quality of teaching to the highest level.
- The manager has not yet fully developed her outdoor area to reflect the same stimulating learning experiences that children benefit from indoors.

What the setting needs to do to improve further

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

- monitor staff performance more precisely and offer even further targeted support for staff to help raise the quality of their practice to the highest level
- implement plans to develop the outdoor area to reflect the same stimulating learning experiences that children benefit from indoors.

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 explored the arrangements for safeguarding children. She also completed a joint observation with the manager.
- The inspector held a meeting with the manager and committee members. She looked at relevant documentation, including children's development records, a sample of policies and procedures and evidence of the suitability of staff.
- The inspector spoke with children, staff and parents at convenient times during the inspection.

Inspector

Amanda Perkin

Inspection findings

Effectiveness of leadership and management is good

The manager and staff are dedicated and enthusiastic, which has a positive impact on the quality of the provision. They use their knowledge of children's abilities and interests to plan a wide range of activities and learning opportunities. They welcome support and advice from local authority advisers. Staff are encouraged to attend training to strengthen their skills. For example, recent training has increased staff knowledge on strategies to support children's positive behaviour. Safeguarding is effective. All staff demonstrate a very good understanding of how to safeguard children. They are confident in the steps they would take to share concerns about a child. The manager follows rigorous recruitment and induction procedures to help ensure that all staff are suitable for their role. Risk assessments are implemented effectively to help ensure children's safety. The manager monitors children's progress successfully. Any gaps in children's learning are quickly identified and plans are put in place to provide additional support. Parents say they are extremely happy with the pre-school.

Quality of teaching, learning and assessment is good

Staff make good use of observations and assessments to support children's next steps in learning. Staff skilfully ask children questions and model new words. This helps children to develop their understanding of new vocabulary and strengthens their speaking skills. Children enjoy forest school activities, using their physical and creative skills. They balance when walking across tree stumps, swing from the tyre swing and balance on the zip wire. Some children pretend they are making carrot cakes in the mud kitchen and they stir and wait for the cake to bake. Staff help children to become independent learners. For example, children easily access equipment and resources. This helps them make decisions about activities they would like to try.

Personal development, behaviour and welfare are good

The pre-school has a warm and homely environment. Staff nurture children's needs well and consider their emotional well-being. For example, home visits have been introduced to further support children to quickly settle in at the setting. Staff form close relationships with children and treat them with kindness and respect. Children know what to expect during sessions as staff share clear boundaries and follow familiar routines. Children enjoy taking part in activities where they learn about healthy foods. For example, they help to make fruit smoothies to share with their friends at snack time. Children are encouraged to take supervised risks in their play. For example, during forest school activities, they know how they need to carefully handle rope so they do not acquire rope burns and they know which plants they must not touch.

Outcomes for children are good

All children make good progress given their starting points and capabilities, including those in receipt of funded early education. By the time children leave the pre-school, they are confident to talk and share their views, including children who speak English as an additional language. They can write their names, recognise the sounds that letters make and accurately count and recognise numbers and shapes.

Setting details

Unique reference number	EY367388
Local authority	Oxfordshire
Inspection number	10108678
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 5
Total number of places	24
Number of children on roll	32
Name of registered person	Crowmarsh Pre-School Committee
Registered person unique reference number	RP909889
Date of previous inspection	23 June 2015
Telephone number	07568370048

Crowmarsh Pre-School registered in 2008 and is located at Crowmarsh Gifford Church of England Primary School, in Wallingford, Oxfordshire. The pre-school employs eight members of childcare staff. Of these, the manager and one staff member hold relevant qualifications at level 6, and three staff members hold appropriate qualifications at level 3. The pre-school is open from Monday to Friday during term time only. Sessions are from 8.45am to 3pm. The nursery provides funded early education for two-, three- and four-year-old children.

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