

The Crescent Pre school

Crescent Primary School, Toynebee Road, EASTLEIGH, Hampshire, SO50 9DH



Inspection date	19 January 2016
Previous inspection date	25 February 2010

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

- Children are motivated in their play. Staff plan some fun and interesting activities that take account of children's interests.
- There is a well-established key-person system and staff get to know children very well. Children's individual development is effectively promoted and they are well prepared for changes in their lives, including starting school. Children make good, steady progress in all areas of their learning.
- Staff promote healthy lifestyles and they encourage children to learn about healthy eating and the importance of good hygiene routines to prevent the spread of germs.
- Management and staff are welcoming and supportive to the children and their families. They work effectively with parents and ensure each child gets the attention and support they need to make good progress. Partnerships with others involved in children's care are developing positively to enhance children's learning experiences.
- The management uses an effective system of self-evaluation that helps it to continuously develop the quality of service it offers.

It is not yet outstanding because:

- Staff do not make the most of opportunities for children to practise their early writing skills and to learn that information can be retrieved from books.
- Large-group activities are not always carefully planned to take account of children's needs and abilities and this affects children's involvement and enjoyment of the activity.

What the setting needs to do to improve further

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

- extend opportunities for children to develop their early literacy skills
- improve planning of large group activities to take greater account of children's stages of development.

Inspection activities

- The inspector toured the premises and viewed resources with the manager.
- The inspector observed the children and staff at play.
- The inspector examined records and documents provided by the owner and observed an activity with the manager.
- The inspector discussed the setting with parents.
- The inspector discussed the self-evaluation process with the manager and owner.

Inspector

Lynne Lewington

Inspection findings

Effectiveness of the leadership and management is good

Effective management supports the staff to provide a safe and interesting environment for young children. Staff develop their knowledge and skills through training opportunities and share this knowledge with their colleagues. The staff are motivated and keen to try new ideas to enhance children's learning and well-being. Management reviews the staff records of children's progress to ensure each child is being monitored effectively and making good progress. Additional advice from outside professionals is sought in partnerships with parents if required. Safeguarding is effective. Staff undertake careful risk assessment and have a suitable awareness of the action they must take if they are concerned about a child in their care. The manager and staff demonstrate a good knowledge of legal requirements.

Quality of teaching, learning and assessment is good

Staff encourage children to be independent. The children enjoy being helpers and thrive on their responsibilities. For example, children demonstrate increasing confidence in their abilities as they lay the table for snack time. Parents are encouraged to share information about the children's current interests. Staff use this information, together with assessments of where children are in their learning, to help inform their planning. Staff effectively plan activities to include aspects of each child's interests and learning needs. Children engage in the activities enthusiastically and move independently around the broad variety available to them, both indoors and in the garden. Children are articulate and confident; they ask questions and share ideas. For example, in role play they talk about what they will do to the staff member's hair.

Personal development, behaviour and welfare are good

Children's behaviour is good. Staff are patient, calm role models. They encourage children to think about their actions, be kind to each other, and share and take turns. Children learn about safe behaviours; for example, they practise fire drills regularly and talk about safety during activities. Children feel safe and secure. They know the routine and what will happen each day. They create a timeline at circle time, which helps to remind them of what to expect. Children enjoy a good variety of activities both indoors and in the garden that encourage their physical abilities effectively.

Outcomes for children are good

Children make good progress and are developing the skills they need for the next stage in their learning.

Setting details

Unique reference number	EY401146
Local authority	Hampshire
Inspection number	831069
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	30
Number of children on roll	58
Name of provider	Jayne Marie Sergeant
Date of previous inspection	25 February 2010
Telephone number	02380 620300

The Crescent Pre school registered in 2009. It operates from within the grounds of Crescent Primary School in Eastleigh, Hampshire. The pre-school is open from Monday to Friday, from 9am to 12 noon and from 12.30pm to 3.30pm, with an optional lunch session from 12 noon until 12.30pm, during term times. The provision is in receipt of funding for the provision of free early education for children aged two, three and four years. There are eight members of staff; of these, seven hold relevant early years qualifications.

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