

# Crossbow Preschool

St. Peters Church Hall, School Road, Frampton Cotterell, South GLos, BS36 2DA



## Inspection date

14 July 2015

Previous inspection date

21 September 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is outstanding

- The quality of teaching is outstanding. As a result, children are extremely excited and motivated to learn because they play in a stimulating play environment that is rich in high quality resources. Children receive focused support and guidance from skilled staff and are consistently achieving high standards across all areas of learning.
- Staff are enthusiastic, motivated and caring, and ensure that excellent relationships with key people are formed. Children develop a very strong sense of belonging.
- Excellent organisation, planning and communication between all staff ensure that roles and responsibilities are clearly defined. This contributes to the smooth running of the pre-school. Staff ensure children have ample opportunities to plan and dictate their own play. Consequently, children are confident and very well-equipped for the next stage of their learning and development.
- The dedicated management team has a total commitment towards continual improvement. This cultivates an atmosphere of strong team working where staff contribute ideas that promote collaborative working. All staff work tirelessly to improve outcomes for children and to safeguard their well-being.
- There is a detailed and extensive agenda for staff's professional development which enables consistently outstanding practice through effective coaching and training.
- Partnerships with shared carers and outside agencies are outstanding. Individualised support is provided for all children, particularly those with additional needs, ensuring they settle into the pre-school and confidently transfer to school.

## What the setting needs to do to improve further

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

- strengthen how children learn about, practise and explore modern technology in all aspects of their learning.

### Inspection activities

- The inspector observed staff's interactions with children and the impact these have on children's learning, in the playrooms and outdoors.
- The inspector invited the manager to carry out a joint observation.
- The inspector examined a range of documentation, including children's records, planning, risk assessments and a sample of policies and procedures.
- The inspector had discussions with the chair of trustees, the manager, staff, children and parents, and held a telephone conversation with the deputy manager.
- The inspector checked evidence of staff suitability checks to work with children and their qualifications.

### Inspector

Jan Harvey

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is outstanding**

Children exude confidence and are extremely happy in this welcoming and attractive environment. Staff ensure that through play all children, irrespective of age or ability, can develop their skills. Assessment of children's progress is precise and extensively used to consider children's next steps in learning. Staff plan many opportunities for children to undertake early mathematics and writing, and creative activities are plentiful and innovatively resourced. Children explore many natural objects and eagerly find out more about the world around them as they carefully tend growing plants. Younger children become completely absorbed as they explore how water flows and feels as it drips onto their hands. Staff have undertaken training and have a very good understanding of the requirements of the progress check for two-year-olds. This information, and all children's progress records, are now easily accessible for parents to share; a recommendation from the last inspection. Parents speak highly of the friendly staff and the expertise they share.

### **The contribution of the early years provision to the well-being of children is outstanding**

Children settle into the pre-school with ease because staff engage very well with new parents to learn about children and their routines. Settling-in procedures are adapted for the needs of each individual child and family. This allows children, parents and key persons to bond quickly. Precise checklists are completed prior to children arriving, and children have a good knowledge of all safety precautions in the learning environments. Staff provide many opportunities for children to promote a healthy lifestyle. Children are very active and develop excellent physical skills by playing on challenging equipment and using a wide range of tools safely. They know they must not touch nettles and prickles in the forest area outside, and know they must not run inside or they might bump. Children gain exemplary independence throughout the pre-school. Their choices and decisions are highly valued by staff who discreetly support them to manage all aspects of their personal care. As a result, children gain extensive skills to be ready for their move to school.

### **The effectiveness of the leadership and management of the early years provision is outstanding**

Leaders are extremely passionate about giving children the best start and have an exceptional awareness of their responsibilities in meeting the requirements of the Early Years Foundation Stage. All records, documents, policies and procedures are meticulously maintained and updated regularly, which ensures they reflect current information. Highly experienced and qualified staff act as mentors and provide excellent planning and assessment training to newly appointed staff and existing staff. As a result, all staff are highly skilled in assessing children's learning. Thorough analysis of the assessment information means that the manager can identify any potential learning needs quickly.

## Setting details

<b>Unique reference number</b>	135979
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	836457
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	43
<b>Name of provider</b>	Crossbow Pre School Committee
<b>Date of previous inspection</b>	21 September 2011
<b>Telephone number</b>	07928381976

Crossbow Preschool opened in 1971 and registered in 1996. It operates from the village hall in Frampton Cotterell, South Gloucestershire. The pre-school opens each weekday from 9.15am to 2.15pm during school terms. The pre-school receives funding for the provision of free early education for children aged two, three and four years old. The committee employs 10 staff; of whom, six hold appropriate early years qualifications. One member of staff has achieved Early Years Professional Status.

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