

# Crescent View Preschool

**Unique reference number (URN):** 2833064

**Address:** Fernheath Play, Verney Road, BOURNEMOUTH, BH11 8DA

**Type:** Childcare on non-domestic premises

**Registered with Ofsted:** 04/03/2025

**Registers:** EYR, CCR

**Registered person:** The View Preschools Ltd

## Inspection report: 18 November 2025

Exceptional	
Strong standard	● ● ●
Expected standard	● ● ●
Needs attention	
Urgent improvement	

### ✓ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

## How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

## Strong standard ●

### Behaviour, attitudes and establishing routines

Strong standard ●

Children respond extremely well to staff's guidance because they set clear, high expectations of behaviour. Staff adapt strategies skilfully to help children at different developmental stages learn safe and positive behaviour. As a result, children know how to play together kindly and show empathy when others are sad or hurt. Children develop a respectful understanding of one another's differing needs.

Children feel secure within the familiar and well-established routines throughout the day. Staff prepare children well to understand and cope during times of change so they develop confidence and independence. Children who need extra help benefit from skilled staff, who support them to manage their emotions to nurture their social skills and behaviour. Leaders ensure that staff maintain highly successful partnerships with parents to ensure they meet children's needs consistently. Staff know about any significant changes in children's lives so they can provide swift support for their wellbeing. This includes developing positive habits for maintaining regular attendance.

### Children's welfare and well-being

Strong standard ●

Leaders and staff know the children extremely well and develop very close bonds with them. They create well-considered environments and adapt them continually to meet each child's needs and preferences. This helps children feel safe and able to thrive. A mix of nurturing spaces for sensory play and calming down, along with lively play areas, promotes active healthy lifestyles. Children particularly enjoy lots of physical and outdoor play. This gives children who rarely have access to outdoor play areas the chance to build important skills, like strength, balance and coordination. Children thoroughly enjoy chasing and popping bubbles, learning to navigate space safely, climbing and practising their balance.

Children share nutritious and balanced meals at the table while talking with staff about the healthy foods they eat. They handle real crockery with care, using it sensibly and safely. Staff support children who need extra support so they feel fully included in the sociable mealtimes. Staff engage extremely successfully with parents to help children understand and benefit from healthy eating habits, offering guidance and meal ideas to try at home. Children learn the importance of dental hygiene routines as they brush their teeth each day.

## Inclusion

Strong standard 

Leaders and staff know children extremely well. From the outset, they forge positive working relationships with parents and make assessments that quickly identify any delay in children's development. This helps to ensure staff have a thorough understanding of children's individual needs from the moment they start at the setting. Leaders and staff work closely with external professionals to shape support that meets children's changing needs. Staff support disadvantaged children and those facing barriers to their learning effectively, helping them overcome difficulties that may affect their welfare and development.

Leaders and staff monitor children's progress and support frequently. This ensures they make changes quickly to remove barriers to children's learning. For example, they adapt routines to ensure every child's needs are considered. They create personalised picture prompt cards, making them unique for supporting each child's communication and language development. Well-trained staff use highly effective strategies to calm children when they become upset. This helps to reduce children's stress quickly, to help them feel secure and enable them to engage fully and happily in the activities. Leaders ensure parents are supported to gain the full funding they are entitled to and use funding well in order to have the most impact on each child's development.

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## Expected standard

### Achievement

Expected standard 

Children, including those who are disadvantaged or have barriers to their learning, generally progress well from their starting points. They develop valuable skills for their future learning and school. Typically, children become confident communicators. They successfully express their feelings and ideas as they develop positive communication and language skills. Children learn the meaning of new words, such as the names of different creatures as they engage in lots of talk about the natural world around them. Staff give targeted support to children with delayed communication and language skills so that they can catch up. Leaders prioritise developing children's independence. From a young age, children learn to manage tasks for themselves, such as finding their possessions and changing their clothes. Older children help younger ones to manage tasks when needed. Children enjoy taking on roles of responsibility that build their confidence, such as helper for the day.

Children are interested and motivated to learn. They confidently lead their own play and learn to problem solve, such as how to make a stable roof as part of their transport activity. Children enjoy answering questions and contributing to discussions. However, staff do not consistently support all younger children's understanding of numbers to encourage their mathematical development further.

### Curriculum and teaching

Expected standard 

Leaders and staff design a curriculum that includes all required areas of learning and development. They focus on what interests each child and what they intend them to learn

next so that children become motivated successful learners. Staff use accurate assessments of children's development and closely monitor their progress to ensure children continue to build on what they know and can do. Staff interact positively with children when they join in with their play. Children engage well and are keen to show others what they are doing. Staff help children to learn mathematical concepts. For example, older children count, compare sizes of objects, solve problems and younger children learn about shape. However, in large-group activities some younger children are not encouraged to join in and communicate as much as others to enhance their learning further, such as when staff ask questions about different vehicles.

Children and staff have conversations that enable children to learn new concepts, such as talking about what a mechanic does. Staff adapt all activities to ensure children with limited verbal communication are included and able to express themselves. They provide parents with resources and guidance on how to support children's learning further at home, such as communication bags to develop language skills further.

## Leadership and governance

Expected standard 

Leaders have a secure understanding of the setting's strengths with a clear vision for ongoing improvement. They reflect on the quality of the provision and identify areas for improvement that will directly impact children's care and development and ensure their welfare is assured. This has helped staff to meet the various and changing needs of children in their care to a high standard. Leaders value parents' feedback to develop the quality of their provision. Parents share extremely positive views regarding the care and education their children receive. Staff welfare and wellbeing is valued and nurtured. Their professional development is supported to help them use their individual interests and skills to enhance children's care and learning. For example, staff attend training to take on 'champion' roles, such as in health and safety and aspects of special educational needs.

## Compulsory Childcare Register requirements

This setting has met the requirements of the compulsory part of the Childcare Register.

### How we check if a provider meets the requirements of the Compulsory Childcare Register

When we check if settings meet the Compulsory Childcare Register requirements, they can have the following outcomes:

- Met
  - Not met
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## What it's like to be a child at this setting

Leaders and staff create a very welcoming and homely environment in which they work closely with families and the community. Children arrive happy and excited to attend. They develop strong bonds with staff, who know them very well and meet their needs consistently. This helps to ensure children feel safe and secure, and to make the progress they are capable of. Children confidently explore and investigate freely while staff join in to help them stay engaged and learn through their play. They choose books independently to read with friends or staff. Children feel the texture and notice the colours of paint as they experiment to make prints. They play together, digging and moving mud in the garden and invent their own imaginative games.

Staff deliver a broad curriculum that includes building on children's individual lives and personal experiences. For example, children enjoy lots of outdoor play throughout the day, meet visiting professionals to learn about their jobs in the community and benefit from local trips, such as visiting the library. They learn about nature as they identify and name different creatures, looking carefully at their features and counting their legs. Staff harness children's interests and ideas to help them build on what they already know and can do, such as modelling to children how to make phone calls and send emails as part of their imaginative office play. This helps children learn about one another's lives, develop positive relationships and communication skills preparing them well for their next steps.

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## Next steps

- Staff should consistently support younger children's understanding of numbers to enhance their mathematical development even further.
  - Leaders should develop the organisation of large-group activities to ensure the youngest children are encouraged to communicate and learn even more from the experiences.
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## About this inspection

The inspector spoke with leaders, practitioners, the special educational needs coordinator, designated safeguarding lead, parents and children during the inspection.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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**Inspector:**

Bridget Copson

## About this setting

**Unique reference number (URN):** 2833064

**Address:**

Fernheath Play  
Verney Road  
BOURNEMOUTH  
BH11 8DA

**Type:** Childcare on non-domestic premises

**Registration date:** 04/03/2025

**Registered person:** The View Preschools Ltd


**Register(s):** EYR, CCR

**Operating hours:** Monday, Tuesday, Wednesday, Thursday, Friday : 09:00 - 15:00

**Local authority:** Bournemouth, Christchurch & Poole

## Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 18 November 2025

### Children numbers

**Age range of children at the time of inspection**

**2 to 4**

**Total number of places**

**39**

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# Our grades explained

## Exceptional

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

## Strong standard

The setting reaches a strong standard. Leaders are working above the standards expected of them.

## Expected standard

The setting is fulfilling the expected standard of education and/or care. This means they are following the standards set out in statutory and non-statutory legislation and the professional standards expected of them.

## Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

## Urgent improvement

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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