



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 208229

DfES Number: 545167

### INSPECTION DETAILS

Inspection Date	22/10/2004
Inspector Name	Mary Anne Henderson

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Longford Pre-School Playgroup
Setting Address	Longford Pre-School Playgroup The Old Court Room, 129 High Street Newport Shropshire TF10 7BH

### REGISTERED PROVIDER DETAILS

Name	The Committee of Longford Pre-School Playgroup
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### ORGANISATION DETAILS

Name	Longford Pre-School Playgroup
Address	Old Court 129 High Street Newport Shropshire TF10 7BH

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Longford Pre-School Playgroup opened in 1974 and operated from two main rooms and a covered internal courtyard. It is situated in the town of Newport in Telford. A maximum of 26 children may attend the pre-school at any one time. The pre-school is open Mondays and Wednesdays from 09:15 to 13:15 and Tuesday, Thursday and Friday from 09:15 to 12:00 term time only. All children share access to a secure enclosed outdoor play area.

There are currently 26 children aged from 3 to under 5 years on roll. Of these, 14 children receive funding for nursery education. Children come from a wide catchments area. The pre-school supports children with special educational needs and also supports children who speak English as an additional language.

The pre-school employs four staff, all of whom hold appropriate early years qualifications.

### How good is the Day Care?

Longford Pre-School Playgroup provides good care for children. Staff are approachable and friendly and provide a warm and welcoming atmosphere for children and their parents. Children access a range of toys, resources and equipment to stimulate their development and support their physical needs. The children also access a range of resources that reflect positive images of diversity and they are provided with lots of opportunities to look at different cultural festivals throughout the year. Strategies used to manage children's behaviour work well in practice.

The pre-school has an operational plan which is made available to parents. Risk assessment is undertaken by the nursery and management have ensured this includes all elements as outlined in the National Standards and guidance. There are procedures in place to ensure good standards of hygiene, however the group should ensure the first aid box is regularly checked and any out of date items removed. Appropriate appraisals systems are in place.

The staff have strategies in place to support children with special needs and those with English as an additional language, ensuring liaison with parents and other professionals for consistency and continuity of care.

Positive relationships with parents were observed throughout the inspection visit and parents provided Ofsted with positive verbal and written comments on the care of their child.

#### **What has improved since the last inspection?**

At the time of the last inspection there were two actions raised. These have been satisfactorily addressed. The group were asked to contact the Environmental Officer who suggested they replace the foam cushioning at the bottom of the fireman's pole in the home corner area. The group did this and there is now a new thick cushion securely in place around the bottom of the pole. The group were also asked to undertake risk assessment. The group addressed this by attending risk assessment training and drawing up a risk assessment format. The risk assessment format was drawn up using the National Standards and guidance, ensuring all elements were included.

#### **What is being done well?**

- There is much child led work on display for both parents and children to enjoy.
- Children access a range of activities, equipment and resources to stimulate learning in all areas of their development.
- Staff make good use of outings and visitors to the pre-school to extend and consolidate learning.
- Children access a range of resources to reflect diversity and they explore a range of cultural festivals throughout the year.
- Strategies used to manage behaviour work well in practice.
- There are positive relationships with parents who are provided with good information about the setting.

#### **What needs to be improved?**

- removal of out of date items from the first aid box.

#### **Outcome of the inspection**

Good

### CONDITIONS OF REGISTRATION

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

### WHAT NEEDS TO BE DONE NEXT?

**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
7	Ensure the first aid box is regularly checked and any out of date items removed.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Longford Pre-School Playgroup provides very good teaching and learning. Children are progressing well in all areas of their development. Staff have a good understanding of the Foundation Stage of learning and the stepping stones and they use open-ended questioning to encourage the children to be independent learners. The children have opportunities to self-select resources and activities that they want to play with. Staff ensure resources are accessible to the children and that they are well labelled with words and pictures. The staff provide a range of interesting and challenging activities and ensure planning identifies and extends all the six areas of learning. Children's work is displayed and valued.

Leadership and management of the setting is very good. Staff and management work well together and with other professionals to identify and work towards meeting the needs of the children. Staff and management meet regularly and are supportive of each other. Opportunities for further training are taken and there is liaison with the Early Years Partnership and the Pre-School Learning Alliance where staff can access support.

Partnership with parents is very good. Positive relationships with the parents were observed throughout the inspection. Parents provided Ofsted with some positive written and verbal feedback on the care and education of their child. However, parents should be further encouraged to be involved in their child's progression through pre-school and to share what they know about their child on an ongoing basis.

### What is being done well?

- Children are interested and keen to learn, having opportunities to select resources, including resources that reflect diversity. Children explore their environment and have the opportunity to discover how things grow. They learn about their own and the cultures of others through planned activities and through access to resources that positively reflect diversity.
- Children use planned and spontaneous opportunities to count, calculate and look at shape, space and measurements. They access books and have opportunities for mark-making every day.
- Children access a range of resources to stimulate imagination and support their skills in expression and communication of ideas to peers and adults. They use large and small equipment to extend their physical development.
- Staff provide a range of planned and spontaneous opportunities to meet the needs of children, they have a good understanding of the curriculum and work well as a team.
- There are positive relationships with the parents who are provided with

feedback on their child's care and education. They also have access to a range of information on how the setting operates including setting policies and procedures.

**What needs to be improved?**

- further opportunities for parents to be involved in their child's progression through pre-school and to share what they know about their child on an ongoing basis.

**What has improved since the last inspection?**

Not applicable, as this is the group's first inspection.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's personal, social and emotional development is very good within the nursery. Staff provide opportunities to develop self-care and high levels of self-esteem and independence. Children are motivated and interested in their activities and they persevere for extended periods. Children receive praise from staff and strategies to manage behaviour work well in practice.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children listen and interact well at story time, are able to recall story endings, are familiar with nursery rhymes and spontaneously do the actions. They have free access to books throughout the session. Children's reading and writing skills are well supported with opportunities to communicate positively with peers and adults. The staff use open questioning to encourage children to communicate their ideas.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The staff make good use of planned and spontaneous learning opportunities during practical activities to count with the children, and they are able to count meaningfully beyond 10. Children can identify shapes and look at patterns, exploring mathematical concepts using a range of resources including sand and water. The staff use planned and spontaneous opportunities to encourage children to add, subtract and explore similarities and differences.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children access a broad range of opportunities to use their senses to explore and investigate. They explore the local environment, looking at differences using various indoor and outdoor opportunities. Children explore concepts of past and present events and they talk about their families and pets. Children look at various festivals and cultures and access positive images of diversity. They explore a range of objects that work in different ways for different purposes.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Art and craft resources are accessible to children and include tools to promote hand-eye co-ordination. The children access a range of large and small equipment and tools for both indoor and outdoor play. Children climb, balance, and go under and over during indoor and outdoor playtime. Staff encourage children to explore healthy lifestyles, health and hygiene and eating well.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children have access to resources like glue, painting and drawing to create and design. They have opportunities to respond to what they see, touch and feel and the staff extend and consolidate their learning at every opportunity. Children sing songs, recite rhymes and play imaginatively in the home corner with peers and adults, where they express themselves freely.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	



### **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

### **WHAT THE SETTING NEEDS TO DO NEXT**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no key issues, however as a point for consideration the group should provide more opportunities for parents to be involved in their child's progression through pre-school and further encourage them to share what they know about their child.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*