

Langtoft Pre-School

Inspection report for early years provision

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Inspector Janet Keeling

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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Description of the setting

Langtoft Pre-School registered in 1975 and is run by a voluntary management committee. It operates from facilities at Langtoft sports pavilion which is adjacent to Langtoft Primary School in Peterborough. Children have access to an enclosed outdoor play area and to the school playing fields. The setting serves children and families from the local and surrounding areas. A maximum of 36 children from two to five years may attend the setting at any one time. The setting is open on a Monday and Thursday from 8.45am to 11.45am and on Tuesday, Wednesday and Friday from 8.45am to 2.45pm. The setting also runs a breakfast session on a Tuesday morning from 8am to 8.45am. The setting is open during school term times only.

There are currently 41 children on roll, all of whom are within the early years age group. The setting receives funding for early years education. It is able to support children with special educational needs and/or disabilities and children who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register. There are six members of staff who work directly with the children. Of these, three hold a qualification at level 3 in early years, two hold a level 2 and the manager holds a level 4. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive at this welcoming, stimulating and lively setting; they relish their time and make significant progress in their learning and development. Staff successfully recognise and promote the uniqueness of every child and provide a fully inclusive environment. Highly effective partnerships with parents and other agencies ensure each child's care and education is supported and tailored to their individual needs. The setting is led and managed by a dedicated and highly motivated manager who strives to attain outstanding levels of care and education for all children. Together, all staff embrace the process of self-evaluation and demonstrate an excellent commitment and ability to sustain continuous improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- enhancing the two way-flow of information with parents by maximising opportunities to engage them in their child's ongoing learning.

The effectiveness of leadership and management of the early years provision

Excellent priority is given to safeguarding. The manager has an outstanding awareness of child protection procedures. Comprehensive policies and procedures are implemented consistently and robustly to ensure any concerns are prioritised and dealt with effectively. There are rigorous recruitment and vetting procedures in place to check the suitability of staff and adults working with the children. Detailed risk assessments are completed. They cover all aspects of the learning environment and outings, ensuring risks to children are fully minimised. The indoor and outdoor environment is inspiring, well organised and provides wonderful learning opportunities for all children. Staff are deployed effectively throughout the sessions to ensure children are supervised safely at all times. Resources and equipment are clearly labelled and allow children easy access. As a result, there are excellent opportunities for children to make choices and to take shared responsibility for their own learning and play. Outstanding outcomes for children are attributable to the excellent use of time, space and resources.

The manager and staff have a very clear vision for the setting and embrace the process of self-evaluation. They have high expectations and the high standards they set are embedded across all areas of practice. Recommendations made at the previous inspection have been fully addressed and have had a very positive impact on outcomes for children. Regular staff meetings provide valuable opportunities for staff to raise their views and share excellent practice. Methods to promote equality and diversity thread through the whole setting. This is successfully achieved through planned activities, the use of visual displays and posters, role play equipment and through open discussion between staff and children. Excellent links have been established with other early years professionals from local schools who visit the setting to get to know the children prior to their admission into school. Also, during the summer term children are invited to visit their new school so that they can familiarise themselves with their future learning environment.

Parents receive a well-written and informative prospectus before their child starts at the setting and have access to all policies and procedures. An 'All about me' form is also completed with parents, which clearly demonstrates children's individual needs. Staff dedicate time getting to know children and their families. This is achieved through the effective implementation of the key person system, the offer of a home visit, and informal discussion each day. Consequently, excellent relationships are fostered, which ensure children settle well and feel secure. Staff routinely involve parents in their child's ongoing learning and development. However, they are currently looking at new ways to further engage parents in contributing to their child's individual learning records so as to maximise all opportunities to build a complete picture of each child. Parents access a wealth of information regarding the setting through the use of a parents' notice board, newsletters and meetings. Parents' questionnaires demonstrate that they are exceptionally happy with the service provided at the setting. Comments include 'children thrive and learn through play', and 'staff are friendly and supportive'.

The quality and standards of the early years provision and outcomes for children

Children blossom and respond to challenges with enormous enthusiasm in this inspiring setting. There is a vibrant, yet calm, atmosphere where all children are happy and eager to learn. They have excellent opportunities to lead their own learning. There is an excellent balance of adult-led and child-initiated activities that result in children showing outstanding levels of independence, curiosity and imagination. Staff interaction is inspiring, as they know the children very well, ask open-ended questions and competently support children as they play. All children are valued and treated with equal concern, with any specific requirements being sensitively met through discussion with parents and other professionals. Staff have an exceptional knowledge of children's individual needs as they observe, discuss and record information on a daily basis. Information is evaluated and used to identify the next steps in a child's learning. Children's learning is meticulously documented in their individual learning journeys, which contain both written and photographic information about their learning and achievements. These folders are regularly shared with parents and are available for parents to see at any time.

Children relish an excellent range of first-hand learning experiences. For example, they plant vegetables and herbs in raised wooden beds and visit the local garden centre where they choose fish for the garden pond. They develop a love for books by listening to stories, and they enjoy looking at books with their friends. Children are aware that print has meaning as they self-register at snack time and recognise their names on their individual drawers. They have many opportunities to make marks in different media and to practise emergent writing during role play. All children have a well-developed sense of identity; they play harmoniously together and take pride in their own achievements. There is great excitement as they tunefully sing familiar songs. They express their ideas creatively through their drawings, art and craft work and adore imaginary play where they use an extensive range of props to extend their experiences. In the creative area, children enjoy playing with the dough. They vigorously roll and shape it, then manipulate it with a range of tools, such as a pasta machine, a grater and a waffle maker. Outdoors, groups of children access the setting's building site, putting on their hard hats, picking up spades and enthusiastically digging in the soil. They chat happily together about how to move the earth, fill the wheelbarrow and wheel it confidently. Children skilfully pedal bikes and balance on scooters to negotiate the grass bank and confidently hop from one stepping stone to another. They also enjoy the challenges of the fixed play equipment at the local park. Staff make excellent use of incidental opportunities to enrich children's natural curiosity.

Children's behaviour is outstanding: staff actively and consistently praise their efforts and achievements, which foster their confidence and self-esteem well. Children demonstrate a growing awareness of their own health and hygiene needs. Many are independent in toileting and are very aware of when to wash their hands. Their understanding is further enhanced through the excellent use of pictorial prompts above the sinks. They develop a significant understanding of healthy eating through topic work and ongoing discussion with staff. At snack time they enjoy a range of healthy choices, such as strawberries, bananas and crackers.

Children take responsibility for their own safety. They understand how to evacuate the premises in an emergency and are gently reminded how to use equipment safely while playing. They develop an understanding of the wider world as they access a wide range of resources representing diversity and also celebrate cultural festivals throughout the year. They successfully demonstrate that they are acquiring excellent skills to help them in the future and prepare them for their transition to school.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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