

# Longham Community Pre-School

Inspection report for early years provision

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<b>Type of setting</b>	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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## **Description of the setting**

Longham Community Pre-school is a committee run setting. It opened in 1976 and operates from two rooms in a church hall. It is situated between Wimborne and Ferndown, and serves the local area. The setting is open each weekday from 8.55am to 11.55am and from 12:30pm to 3.30pm on Monday and Thursday, with an additional afternoon session on Tuesday when numbers are greater. The setting runs for 38 weeks of the year. All children share access to a secure enclosed outdoor play area.

The pre-school is registered on the Early Years Register for a maximum of 24 children from aged two years. There are currently 45 children on roll. Of these, 33 children receive funding for early education. The setting employs five members of staff. Of these, four hold appropriate early years qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children are highly motivated to explore and quickly become involved in the broad range of activities on offer. Consequently, they make significant progress in their learning and development. The pre-school fosters an atmosphere of mutual respect, confidence and trust. Dedicated staff know children's individual needs well and provides a highly effective tailored learning experience for all. The outdoor space is used generally well to extend children's learning. Secure systems to self evaluate practice involves staff, management, parents and children. Therefore the capacity to improve is excellent.

## **What steps need to be taken to improve provision further?**

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

- developing the outdoor environment to meet the needs of active learners.

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

Comprehensive safeguarding policies and confident and well-trained staff ensure children are safeguarded effectively. The layout of the room has been considered to provide constant supervision. There is a nominated safeguarding officer and all staff are aware of the importance of referring serious concerns without hesitation. Rigorous risk assessments are in place for all areas of the pre-school and specific activities, such as woodwork and outings to the local garden centre. Consequently, children are safe and secure in the pre-school, garden and on outings. The

rigorous and robust recruitment and vetting systems ensure adults working with children are suitable to do so. The management have devised interview questions which cover all aspects of childcare including knowledge of safeguarding, behaviour management, equal opportunities and the Early Years Foundation Stage. The pre-school session is highly organised with staff fully aware of their roles throughout the session. The team work extremely well together and are clearly highly committed to providing positive outcomes for children, coming into the session early to clean and prepare. Regular opportunities to play outside increase during the summer term. Children can make independent choices in their play from low level storage. Displays at children's eye level promote their understanding and development. For example, the visual timetable and feelings board helps them talk about their feelings and provides them with a clearly understood routine.

Co-leaders work together effectively and compliment each others' roles well. The staff team meet together to contribute to the Ofsted self evaluation form. Parent questionnaires provide opportunities for parents to give their opinions and staff respond promptly to any issues that arise from these. Children and parents are heavily involved in decision making about the pre-school through questionnaires, discussion and through the pre-school committee meetings. Recommendations made at the last inspection have been implemented and staff and management continually consider ways to improve the provision. The use of internet sites, magazines and books to enhance children's learning is continuous. The key strength of this provision is the high level of commitment of the co-leaders and the dedicated staff.

Children's individual needs are effectively met as staff know them really well. Staff demonstrate a very positive attitude to equality issues and clearly value diversity. Displayed communication cards can be used to support children's communication and understanding. The Special Needs Co-Coordinator has devised and made a variety of resources to suit individual learning styles.

The partnership with parents is very strong. They are provided with comprehensive information about the setting, as well as regular newsletters and an informative notice board. The pre-school now have a popular website where parents with access can download all policies and procedures. Comments from parents are positive and supportive. One parent states 'thoughtful and caring staff create such a happy environment. They recognise 'the commitment and hard work' of staff. Parents value 'being made to feel welcome and that the child is important and well cared for by all staff'. They enjoy 'being kept informed about their child's progress on a regular basis'. Others say that 'teachers are so committed to the children's happiness'. Others recognise the progress their children make, saying 'My child changed so much. I have a more confident outgoing child which is all down to the staff at Longham'. The pre-school have developed strong links with local first schools, and other early years providers children also attend. Sharing relevant information with these and other childcare professionals involved with the children ensures a consistent and coherent approach to children's learning.

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

Children arrive at the group with genuine enthusiasm. They settle very quickly after finding their name to self register, and are eager to find their friends or tell staff their news. Children are highly motivated to learn and all are fully involved and focussed throughout the session. Promoting children's imaginative play, a member of staff acts as a shop assistant and children come to buy groceries. They choose their goods, give their money and wait for their change and receipt. This prompts lots of discussion about prices and numbers, as well as the goods they 'buy', promoting their language and early numeracy skills.

Children demonstrate high levels of confidence and self esteem. A child approaches the inspector saying 'Come on a journey with me'. The inspector sits on a chair next to the wooden vehicle as the child makes adjustments to the wheels and gears. They look at the inspector's laptop saying 'You're not allowed those devices here!'. Children benefit from visitors to the group who support their learning effectively. A dental hygienist talks about dental care and healthy eating. A local beekeeper shows children pictures of bees collecting pollen, and children try on the child-sized protective clothing. They are able to taste honey from a honeycomb which brings the subject to life. Throughout the year children and staff become involved with supporting local and international charities. At Christmas they collect toys and toiletries for the 'Shoe Box' appeal and are currently involved in making flags for a local 'Fair Trade' project.

Children have developed excellent relationships with one another and with staff. A child stands up to demonstrate some dance moves she has learnt at home. Staff are quick to respond to children's ideas and asks 'Would you like some music. The children find a space to dance freely, demonstrating street moves, and genuine joy through dance. Boys and girls equally enjoy this impromptu activity and the child shows some of the actions she has learnt, as the children follow her lead. Each child has their own 'Learning Journey' which documents their progress. Key staff record next steps for development, and these are used expertly to plan individual play plans. These record are well written and are effectively shared with parents and children who contribute fully to future planning. Consequently, children's learning is tailored specifically to their needs and interests.

Children have an excellent understanding of healthy lifestyles. Drinking water is available throughout the session and they enjoy healthy snacks. Children show an adult the play foods explaining 'This is a plate we put the bad foods on'. The adult asks 'Which are the bad foods' and the child explains 'You can have them sometimes for treats though' putting the sweet, chips and burger on the plate. They point to the apple, carrot and tell the adult 'Those are good for you'. Children have a clear understanding of the importance of hand washing, telling the adult 'Germs in our tummy might make us feel ill'. Through everyday play and reinforcement by staff and older children, all children are developing a secure understanding of keeping themselves safe. They complete a 'child friendly' daily risk assessment. Children check to ensure the radiator covers are on and the door is bolted enabling them to take responsibility for their own, and for others' safety.

They tell the adult 'The door is locked so we don't get runned over' and 'We're checking to see we can play safe'. Outside children use the toy traffic lights and zebra crossing to learn about road safety. Older children are caring and protective of younger children and help them in the outdoor area to keep safe saying 'Careful of the fast bikes!'.

Children's behaviour is exemplary. They participate fully in the session, in checking safety issues, clearing away and helping less familiar children with the computer or finding resources. Some children help to prepare snack and one is chosen to call names as their parents arrive. Staff are excellent role models and are respectful and polite to children and to each other. Children are given time to finish activities to their satisfaction. They have been integral to developing their own rules and re-visit these regularly to remember the clear boundaries they have set for themselves. Staff have high expectations for their behaviour. Good and helpful behaviour is rewarded with stickers, which state what the child has achieved, so parents know what their child has done and can talk about their contribution at home. A 'feelings' board provides visual prompts to enable children to express how they feel. One child becomes angry in the session. After a sensitive chat with a member of staff, the child finds a smiley face and says 'I'm this now'.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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