

Longdon Pre-School

Inspection report for early years provision

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Inspection date	23/09/2011
Inspector	Parm Sansoyer

Setting address	Longdon Village Hall, Brook End, Longdon, Staffs, WS15 4PT
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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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Longdon Pre-School opened in 1987. It operates from Longdon Village Hall in Longdon, Staffordshire. The setting serves the local and surrounding areas. All children share access to a secure outdoor play area.

The setting is registered to care for a maximum of 32 children aged from two to eight years. There are currently 23 children on roll, all of whom are in the early years age group. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting is in receipt of funding for the provision of free early years education to children aged three and four years old. The setting supports children special educational needs and/or disabilities. The setting is open Tuesday, Wednesday, Thursday and Friday during the school term. Sessions are from 9.15am to 12.15pm.

The setting employs three permanent staff and two casual staff. Of these, one holds a qualification at level 6 in early years, three hold a qualification at level 3, of whom one is working towards level 4, and one is unqualified and working towards a qualification at level 3. They receive support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are warmly welcomed into this safe and caring environment where their personal, social and emotional development is fostered very well to help them make a positive contribution. Appropriate planning ensures children receive a varied range of experiences across all areas of learning, but does not sufficiently enough help guide staff to maximise learning opportunities for children. There are effective procedures in place to ensure all children are kept safe, and the staff have a good understanding of safeguarding issues. Partnerships with parents, carers and other agencies and settings are satisfactory. The developing self-evaluation system identifies most of the strengths and areas for improvement, and therefore the capacity to maintain continuous improvement is satisfactory.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- plan and provide a broader range of resources and experiences across all areas of learning, both indoors and outdoors, to further extend children's play and learning
- utilise more the range of resources available and plan more clearly their use and learning intention to further promote children's play and learning
- plan more effectively for the learning needs of the older and more able children to further extend their learning and achievement
- develop and build on the systems for monitoring and evaluating the early

years provision to more effectively secure continuous improvement.

The effectiveness of leadership and management of the early years provision

There are clearly written policies, strategies and procedures in place to ensure the safeguarding and welfare of children. A designated member of staff has clear responsibility in relation to child protection and staff are aware of this. All staff know and understand clearly their roles and responsibilities in relation to safeguarding children. There are effective vetting, recruitment and induction procedures in place to ensure adults caring for children or having unsupervised access to them are suitable to do so. Staff are vigilant about the children's safety and supervise them well and take positive steps to minimise hazards so they can move around freely and safely. All records, policies, procedures and risk assessments required for the safe and efficient management of the service and to meet the needs of all children are in place and regularly reviewed.

The overall the quality of teaching and learning is satisfactory. Children make reasonable progress through a varied range of experiences across all areas of learning. Staff plan and provide a balance of adult-led, child-initiated and freely chosen activities. Adult-led activities in particular have a clear learning intention and support the children's enjoyment and achievement well. Children spend much of their time freely choosing what they would like to do and they show good levels of enjoyment. However, on these occasions staff do not place enough emphasis on raising achievement through providing a full range of resources and experiences, outdoors and indoors, and focus on what the children will achieve. Consequently, the children's learning is not always consistently and fully extended, in particular, the older and more able children. Staff know the children well as they make regular observations of what children do, like and enjoy, and therefore plan well for their interests and enjoyment. The recent introduction of a new observation and assessment system, which is now systematic and clearly links to the Early Years Foundation Stage and identifies the children's next steps in learning, more fully supports and targets children's progress.

Partnerships with parents, carers and other settings, professionals and agencies are satisfactory. Parents and carers are warmly welcomed at the start of the session as they help and encourage their children to self-register. They are kept well informed as they receive detailed information about the provision, the curriculum and its policies. Systems to keep parents informed about their children's achievements and progress are developing. There are appropriate systems in place to support children with special educational needs and/or disabilities, and additional support is actively sought to help make adjustments where necessary. Staff are caring and supportive and recognise the children's individual care needs in order to support them.

The leader and staff team are clearly enthusiastic about their work with the children. They work well as a team to ensure all children are happy, included and enjoy their time at the setting. Self-evaluation is satisfactory, with a clear focus on identifying, improving and monitoring the children's welfare and safety. In

addition, the recommendations from the previous inspection have been tackled well to improve safety, increase the children's independence and more fully involve parents. However, self-evaluation is uneven in rigour and does not clearly enough identify all areas for improvement in helping raise children's achievement. Regular appraisals and staff meetings are undertaken to enable staff to identify areas for improvement and any training needs, and they are supported well to further improve their skills and qualifications.

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

Children's personal, social and emotional development is fostered very well and the extent to which children make a positive contribution is good. All children develop close relationships which are warm and caring with both adults and each other. Children develop their confidence well as they busily move around their environment deciding what to do. They show good levels of sustained interest and enjoyment in their chosen play. The structure of the session and positive relationships with the staff help children gain a real sense of belonging. Children are well behaved, learn about sharing and taking turns and respond well to reminders and directions from the staff.

Children spontaneously interact with adults, who engage them well in conversation and promote their language and communication skills during activities, circle time and group time. Many children begin to recognise their name from their name cards. However, the older and more able children have few opportunities to link sounds and letters to further extend their learning. A cosy book area which incorporates a selection of books and regular story sessions helps increase the children's fondness for books. Children enjoy music and singing, which helps further develop their language skills. Children develop an interest in early writing skills as they use a variety of writing materials, both indoors and outdoors.

Children's problem solving, reasoning and numeracy are developing. They begin to count, sort and match through using a varied range of construction toys, puzzles and games. Some children show a real interest in the computer as they use a variety of programmes to consider mathematical and problem solving concepts. Staff use the daily routine and children's play well to encourage children to count and consider early calculation. However, older and more able children have few opportunities to recognise numerals and compare weight, capacity and measurement during their play to further extend their learning.

The children's knowledge and understanding of the world is developing. Staff place a real emphasis on children getting to know each other and sharing information about their own families and their way of life at home. This helps foster children's interest in others and their families. Children begin to learn about their natural environment as they are encouraged to observe changes in the weather and seasons. Children have some meaningful opportunities to use their senses and explore natural items, such as, bark, twigs, fir cones and leaves. They have been actively involved in digging, planting and caring for vegetables, such as potatoes,

tomatoes and carrots. Children begin to question why things happen as they take part in early scientific experiments, such as mixing paint and watching a pretend volcano form from baking soda.

Children enjoy an appropriate range of experiences to express their creativity and imagination through using a variety of arts and crafts materials. Many children spend much of their time enjoying the role play areas and small world toys, increasing their imagination and adopting roles easily as they play. However, staff do not use the role play areas and small world toys to fully enough include opportunities for children to mark make and increase their mathematical thinking. Children respond well to what they hear, see, smell and touch as they play with the dough, shaving foam and spaghetti.

The extent to which children feel safe and learn to stay safe is good. Children are well behaved and develop good habits due the positive relationships with staff and the guidance, praise and encouragement they receive. Children learn to keep themselves safe through gentle reminders from the staff and understand that certain rules are in place for their safety. A clear emphasis on supporting children to learn about dangers in the home, such as hot water and fire, and dangers when outdoors, for example, strangers and the road, helps children develop a greater understanding of how to stay safe. The extent to which children adopt healthy lifestyles is satisfactory. There are appropriate hygiene practices in place to prevent the spread of infection. Children benefit from a healthy snack of fresh fruit and breadsticks or toast and milk, and water is made easily accessible throughout the session. Children have daily opportunities to use the outdoor area and increase their physical fitness. Children develop skills for the future as they make satisfactory progress in their learning and development.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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