

# Great Longstone Pre-School

Inspection report for early years provision

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**Unique reference number** 206773  
**Inspection date** 18/10/2011  
**Inspector** Tara Street

**Setting address** The Old Infant School, Main Street, Great Longstone,  
Bakewell, Derbyshire, DE45 1TZ

**Telephone number** 01629 640842

**Email**

**Type of setting** Childcare - Non-Domestic

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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

Great Longstone Pre-School is managed by a parental committee, who delegate day-to-day responsibility to the staff. The setting originally opened in 1982 and was re-registered in its current premises in 2000. The setting operates from the old village school within the grounds of Longstone Church of England Primary School in Bakewell, Derbyshire. Children have access to a secure, enclosed, outdoor play area. A maximum of 16 children aged two to five years may attend the setting at any one time. The setting is open Monday to Friday from 9.15am to 12.15pm, term time only. The setting serves the local and surrounding areas and children attend for a variety of sessions.

There are currently 20 children on roll who are within the early years age range. Of these, 14 are in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities. The setting is registered by Ofsted on the Early Years Register.

There are five members of staff, including the manager, who work directly with the children. Of these, one holds a qualification at level 4 and is currently working towards a degree in Early Childhood Studies and four hold a qualification at level 3 in early years. The setting is a member of the Pre-School Learning Alliance and receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff value and respect the individuality of every child on roll. This inclusive environment promotes children's welfare and helps them to make good progress in their learning and development. Children engage in a wide range of enjoyable activities which cover most areas of learning well. Overall, policies and procedures are thorough and relevant and are implemented effectively to safeguard and promote children's welfare. Recommendations made at the last inspection have been addressed, self-evaluation is effective and overall partnership working is effective. As a result, the capacity for continuous improvement is good.

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

To meet the specific requirements of the EYFS, the registered person must:

- gain information about who has legal contact with the child and who has parental responsibility for the child. (Safeguarding and promoting children's welfare) 31/10/2011

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

- develop further ways to involve parents and carers as part of the ongoing observation and assessment process
- provide additional opportunities for children to independently use information and communication technology and programmable toys to support their learning.

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

Safeguarding is prioritised and all staff have been vetted to ensure that they are suitable to work with children. Staff have a good understanding of child protection issues and are aware of how to pass on any concerns. Staff carry out thorough annual and ongoing risk assessments to minimise risk in the areas used by the children. In addition, they teach children simple, but effective ways to keep safe. For example, children are taught to walk, rather than run, indoors. Most of the required documentation, policies and procedures that promote children's health, safety and well-being are in place. However, information about who has parental responsibility or legal contact is not consistently gained for all children, which is a requirement of Early Years Foundation Stage Statutory framework.

Partnerships with parents and carers are good. Parents receive good, quality information when their child starts and they are kept well informed thereafter through daily discussions with staff and regular newsletters. However, opportunities to involve parents and carers as part of the ongoing observation and assessment process are less well developed. Parents and carers have highly positive views of both the staff and of the activities and experiences provided for their children. The setting has forged strong links with other early years providers and with the staff from the reception class of the host school that the children on roll will eventually attend. This supports the children's transition into formal education and contributes to the effective way the staff evaluate their practice. For example, the manager has completed detailed self-evaluation, in conjunction with parents, carers and other early years professionals, in order to evaluate the practice and identify priorities for improvement. Staff work very well together, ensuring the day runs smoothly. They have a secure understanding of their role and responsibilities, meaning that children are well cared for and enjoy a safe play environment.

Resources are plentiful and easily accessible so children have lots of choice and can initiate play of their own accord. Equality and diversity is actively promoted and staff are committed to inclusive practice. They know each of the children very well and they ensure that the children's needs are met as fully as possible. This is particularly true for children with special educational needs and/or disabilities. Staff are good role models and teach the children to respect themselves and others.

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

Staff make good use of observations and assessments and use them to establish children's starting points and abilities and to plan the next steps in their development. Plans cover all areas of learning and are based on children's interests and abilities. As a result, every child takes part in a wide range of lovely activities that help them to make good progress towards the early learning goals. For example, they grow carrots, flowers and herbs, so they learn about sustainability. Good quality jigsaws, books, posters and role play resources show positive images of gender, disability, culture and ethnicity to help children understand difference. These experiences increase children's knowledge and understanding of the world and celebrate diversity. As well as this, regular visits from people in the local community, such as the vicar of the nearby church, headteacher of the school and community police officer, increase children's awareness of people who help and support others. Children's information and communication technology skills are generally promoted as they experience regular opportunities to access a computer, CD player and a digital camera and calculator. However, other opportunities for children to independently explore technology such as battery operated and programmable toys are less well developed.

Children benefit from the staff's use of questioning, genuine interest in what they are doing and appropriate interaction in their activities. For example, during a finger painting activity based on autumn themes, children are effectively supported to name different colours and objects, such as 'squirrel', 'conkers' and 'pumpkins'. This boosts their creative and literacy development. Children are confident using number and enjoy using it in everyday activities. For example, they count how many coloured objects they have in front of them and discuss which is the biggest and smallest, before confidently organising these into matching pairs. Children enjoy exploring their creative skills with dough, paint and a variety of textured materials for collage work. They eagerly explore the role play area and enjoy dressing up as wizards and piglets.

Children are encouraged to be active and healthy, developing competent skills of control and manipulation with the wide range of freely accessible resources outdoors. For example, children enjoy playing with balls, hoops, wobble boards, wheeled vehicles and climbing equipment, which boosts their physical development. Appetising snacks encourage the development of healthy tastes and preferences, while the sensible policy for sick children helps to contain the spread of illness and infection. Children receive very good support from staff, so they feel safe, secure and are receptive to new learning opportunities. The children like to help and happily tidy away resources before snack time and at the end of the session. Clear boundaries and sensitive guidance helps the children to behave well. For instance, they are reminded to use good manners and are encouraged to listen when others are speaking. This promotes their personal and social development and supports the development of effective communication skills. Children are confident and eager to share their knowledge with all adults present, or ask questions to extend their understanding. They use sounds within their play and sing happily in group sessions. Collectively, these positive early experiences give

children a good start and help them to develop effective skills for the future.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

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

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