

Longwick Pre School

Inspection report for early years provision

Unique reference number 140864
Inspection date 12/12/2011
Inspector Hayley Marshall

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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*.

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

Longwick Pre-School has been open at its present venue since 1990. It operates from the main room and enclosed outdoor area in the Village Hall situated in the village of Longwick, between Princes Risborough and Thame. The pre-school is open Tuesday, Thursday and Friday mornings from 9am until 12pm and on Mondays and Wednesdays from 9am until 3pm, term time only. Children attend from the local area and further afield. A maximum of 24 children may attend the pre-school at any one time.

There are currently 12 children on roll aged between two and four years. Eligible two year olds, and three and four year old children are funded for free early education. The pre-school currently supports children with special educational needs/or disabilities.

The pre-school is managed by a parent run committee and employs four members of staff. The manager holds a foundation degree, two members of staff have a level three qualification, and one member of staff has a level two qualification. The pre-school is accredited with the Pre-school Learning Alliance and is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children feel exceptionally safe and secure at the pre-school because staff are extremely vigilant about all aspects of safety. Children are making good progress because overall, plans include a wide range of activities and experiences. Staff have a good understanding of current practice because policies and procedures are generally well written and updated on a regular basis. Children have an extremely good understanding of how to maintain a healthy lifestyle because they benefit from challenging activities inside and outdoors. Partnerships with parents are highly effective because channels of communication are excellent. Wider partnerships are mostly well established to support children's development and well-being. As a result, children are learning and developing well. Recommendations from the last inspection are effectively addressed and along with accurate self evaluation, demonstrates that the pre-school has a good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- maintain a two way flow of information with all other providers who care for children
- provide opportunities for children to develop skills in operating simple ICT equipment through turning on and off buttons and twisting or turning knobs
- maintain and update policies and procedures so that they reflect current legislation.

The effectiveness of leadership and management of the early years provision

Staff are extremely vigilant about maintaining a safe environment for children. There are rigorous employment and induction procedures in place to help to make sure that all those who work with children are suitable to do so. Staff use highly effective risk assessment procedures to make sure that children can explore a wide range of experiences safely, such as when walking in the surrounding field and park area. Staff are fully aware of their responsibilities and help children to feel extremely safe.

The dedicated and enthusiastic staff team are committed to building upon the pre-school's strengths. They identify and address any areas of weakness effectively. The well qualified manager makes good use of a range of evaluation procedures to set realistic and challenging targets. Self-evaluation is reflective and therefore, helps to secure continuous improvement for the future.

Good use of resources stimulates children's imagination and interest, such as using large cardboard boxes as boats and caves. Children benefit from selecting their own resources and being able to help to choose what and how they play. However, children do not always have opportunity to explore ICT in every session, as some of the resources they use do not fully function. Overall, planning is effective in supporting children's learning in all areas of the Early Years Foundation curriculum. Children gain a good awareness of the diverse society in which they live through well-selected books and positive images, as well as celebration of differing festivals.

Effective use of observations means that staff identify children's individual achievements and identify where further support is needed. As a result, children are making good progress. Policies and procedures are in place to support the pre-school in operating inclusively. However, these do not always reference the most up to date legislation in this area.

Staff have a good knowledge of children's backgrounds because they conduct home visits before children begin the pre-school and develop highly productive relationships with parents. Parents feel the pre-school and staff provide a caring, nurturing and gentle environment for their children. They are closely involved in all aspects of the pre-school because there are highly inclusive systems of communication. Parents can choose to join the enthusiastic management committee and be involved in all key matters and decision-making.

Wider partnerships are strong overall, and effectively promote children's

achievement and well-being. The pre-school has formed close relationships with the local school and developed good lines of communication. The pre-school shares information regarding children's progress with childminders who also provide care for children attending the pre-school. However, the pre-school does not always routinely share information with all providers who currently care for children.

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

Children enjoy their time at pre-school because they experience a wide range of activities. Staff provide an environment where children are able to make choices and contribute towards the planning of activities they engage in. As a result, children are independent and capable. They use equipment well and are able to think creatively and imaginatively, such as when building a house from leaves in the neighbouring field area and monitoring it each day to see if any hedgehogs have moved in.

Children are strong communicators because staff take time to listen to them and respect their opinions and wishes. Children work well together and co-operate with each other through taking turns. They plan their time together using a picture board to decide the routine of the day. As a result, children are developing good skills for their future learning.

Children display a strong sense of belonging and security during their time at pre-school. They are confident, happy and show good levels of self-esteem because they are encouraged to use their initiative by staff. Children form close and trusting relationships with their peers and staff who are sensitive to their individual needs.

All children have an exceptional understanding of the importance of exercise as part of a healthy lifestyle. They discuss how walking will help them stay fit and are aware that even the dogs who walk in the neighbouring field need to have exercise. They know that staff sometimes cycle to work and understand that this is another good form of exercise.

Children are highly capable of maintaining their own personal hygiene without needing reminding by adults. They eat a healthy and balanced snack and drink fresh drinking water when thirsty. Exceptional use of the outdoor environment means that children engage in exciting and challenging activities. As a result, they are making outstanding progress in this area.

Children feel extremely safe at the pre-school. They have an excellent understanding of safety issues because staff plan abundant opportunities for them to learn about keeping safe. Children have benefitted from a visit from the fire brigade and fire safety talk. They can explain that adults use matches to light candles, but these must be stored away safely in the cupboard afterwards, and

that children must not touch them. This demonstrates their highly impressive knowledge of how to keep themselves safe. Children confidently use a range of tools and equipment and know how to handle these safely, such as taking great care when using scissors. Children's behaviour is exceptional. They know what expectations adults have for them and follow rules very well.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1
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	1

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

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
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	2
The extent to which children develop skills for the future	2

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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

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