

Longthorpe Preschool

The Village Hall, 293 Thorpe Road, PETERBOROUGH, PE3 6LU

Inspection date	07/12/2012
Previous inspection date	26/05/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The preschool offers a warm and welcoming environment where children are keen to explore, learn and make new friends.
- Children's learning is promoted well by skilled staff who recognise the importance of working with children's interests and providing stimulating opportunities to promote learning through play.
- Observation and assessment of children's abilities is thorough and enables staff to successfully plan for children's next steps in learning.
- Children display high levels of self-confidence and independence when at preschool. This is due to the strong bonds and attachments that are formed with the staff, which in turn fosters a sense of security and well-being.

It is not yet outstanding because

- Parents are not always fully informed about what their children have learnt and how they can extend children's learning at home. Consequently, opportunities to further children's development and learning are missed.
- Examples of numbers are not always evident in the environment and therefore children are not fully supported in recognising numbers or encouraged to practise writing numbers in their mark making activities.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the main hall and in the garden.
 - The inspector held a meeting with the deputy manager, and spoke with children and staff at appropriate times throughout the inspection.
 - The inspector spoke with several parents and took their views into account.
- The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.

Inspector

Jacqueline Baker

Full Report

Information about the setting

Longthorpe Preschool was registered in 1994 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and is managed by a committee of parents of children who attend the group. It operates from Longthorpe Village Hall, in Longthorpe near Peterborough.

The pre-school employs ten members of staff, eight of whom hold appropriate early years qualifications. It operates four days a week during school term times only. Sessions are from 9am to 3pm on Tuesday, Wednesday and Thursday and from 9am to 12noon on Friday. All children have access to an enclosed outdoor play area. Currently, there are 41 children on roll who are within the Early Years Foundation Stage. Children come from the local area. The pre-school supports children with English as an additional language.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- review and extend the relationships with parents to find ways to fully involve them in their children's learning and development, so that they gain the confidence and guidance needed to help them to support their child's learning at home
- improve the range of activities and experiences offered to children in the areas of mathematical development by enhancing the environment with, for example, tactile number displays made from sandpaper, velvet or string and putting a number label on each bike and a corresponding number on each parking space.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a strong understanding of how children learn through play and they provide a stimulating environment where children can explore, investigate and have fun. Consequently, children arrive at the pre-school with great enthusiasm and are eager to take part in the activities available to them. Teaching techniques are good and effectively help children to extend their thinking and explore their ideas further. For example, staff show children pictures of Father Christmas on his sleigh so that they can add reindeer to their carefully crafted model.

There are highly successful routines in place to promote children's awareness of the written word. For instance, they are able to select their own and their friends name labels and place these in mugs ready for snack time. Further opportunities to practise early reading skills are available in the environment where children excitedly recognise letters on drawers and cupboards. However, there are few examples of numbers for children to copy or identify and this means that children's mathematical learning and understanding is hindered. Children's early writing skills are well fostered by mark making activities, using a variety of materials, and so many children make a good attempt at writing their own names.

Children's communication is given high priority at the pre-school as staff recognise the need for every child to successfully convey their preferences. Staff have furthered their skills by attending specialised training and constantly monitor how they can foster children's language development. Consequently, children communicate confidently including those for whom English is a second language. For example, when helping staff prepare fruit for their snack children are able to follow instructions and describe how the fruit tastes and feels. Staff further develop children's vocabulary by introducing words such as 'squashy', 'ripe' and 'soft'. By extending these vital skills early in life, children have every chance to become confident, inquisitive learners and successfully develop friendships.

Parents contribute to children's initial assessments about their child's starting points. Staff have recently reviewed this procedure and as a result, have started to use an 'All About Me' document which is successful in capturing children's interests and strengths. However, methods to keep parents informed about their children's learning and how they can promote learning at home are less well developed. This means that some learning opportunities may be lost. Nevertheless, staff plan children's activities carefully and ensure that there are opportunities to explore all seven areas of learning. Observations and assessments of children's activities and abilities are effective and successfully identify areas of development for each child. This means that children's good developmental progress is well promoted whilst at the pre-school.

The contribution of the early years provision to the well-being of children

Staff are skilled in their interactions with the children and the effective key person system means that children quickly form strong bonds and attachments. Children demonstrate that they feel secure at the setting by readily leaving their parents in the morning and confidently choosing their own activities. This strong sense of security means that children are well supported to learn and develop. They also show good levels of independence in their personal care routines and are quite happy to ask staff for help or a cuddle if they need reassurance and comfort. Children demonstrate a good sense of belonging and sense of responsibility when at pre-school. For example, they actively help with tidying away and make careful checks to ensure that all resources are ready to be replaced in the large cupboard.

Children enjoy being outside as much as possible, where they can be active and learn about the natural world. These physical activities, together with frequent discussions about nutritious foods, help children to develop an understanding of how to keep themselves healthy. Outside activities, such as the rope swing and pedal cars, help children to learn negotiation skills, such as turn taking and cooperation. They also learn how to play safely and not to endanger their friends by their own actions, such as crashing cars or throwing sand. Children's behaviour is generally good. This is because staff offer timely intervention and are quick to offer diversionary activities to keep children's focus. For example, staff use a puppet to engage children and help them to concentrate on

positive activities.

Children's development and well-being is effectively supported by an environment that is stimulating and well-resourced both inside and out. The pre-school promotes children's positive progress well and this means that they are well prepared for their transition to school. The careful planning and visits from school staff lessens the stress at this important time and helps children to continue the good progress they have made in their early years.

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

The leaders of the pre-school aspire to providing a high quality provision for the children in their care. They have embraced the self-evaluation process and identified areas of strength and areas for development. Recruitment procedures are robust and ensure that the right person is chosen to join the dedicated staff team. Induction and performance management systems successfully support staff to improve their skills and knowledge and become confident in their work. This means that children benefit from current teaching practices that promote good progress in learning. Staff have developed good procedures for monitoring children's development and this means that they easily identify those needing extra support. This good practice has also informed training needs and helped groups of children to progress well. For example, children with English as a second language are well supported to quickly gain the same level of communication skills as their peers of the same age. Monitoring of planning also ensures that all areas of learning are available to children through a broad range of experiences and activities.

Partnerships with other professionals are good and support children's health and learning needs well. Parents offer a very positive view of the pre-school and are especially pleased at how their children have grown in confidence, are eager to come to pre-school and have made friends. Parents complete questionnaires and discuss with staff how they feel the pre-school can be improved. All staff have a good knowledge of local safeguarding procedures. They know how to identify and report concerns they may have about the children in their care. The setting's welcoming, safe and stimulating environment is created by staff who genuinely enjoy working with the children and focus on ensuring they have a positive experience of early learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number 256784

Local authority Peterborough

Inspection number	818531
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	30
Number of children on roll	41
Name of provider	Longthorpe Preschool
Date of previous inspection	26/05/2011
Telephone number	07708 874469

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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