

Longden Pre-School

Longden C of E Primary School, Longden, SHREWSBURY, SY5 8EX

Inspection date

05/09/2013

Previous inspection date

13/10/2011

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

- Children make good progress towards the early learning goals as a result of inspirational teaching that provides exciting and interesting activities that meets the needs of all children.
- The staff team have high aspirations of children's learning, including those whose starting points are lower than expected. They work extremely well with parents and agencies to make interventions in children's learning that successfully narrow the gap in children's learning.
- The environment is inspirational. The staff have adopted the Reggio Emilia approach to enhance the learning experiences through natural resources and well-resourced learning areas. These motivate and engage children in their learning allowing them to think critically.
- Leaders and managers are reflective in their practice identifying strengths and priorities for improvement, which as a result has led to rapid improvement in the quality of the provision.

It is not yet outstanding because

- There is scope to further involve parents in the life of the setting to enhance children's wider learning opportunities.
- There is scope to prepare children even more for their transition to school through further opportunities to visit.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector spoke with children and observed activities in the main playroom and outdoor area.
- The inspector viewed all relevant documentation, including: local authority support visits, policies and procedures, learning and development records, and safeguarding documents.
- The inspector spoke with the manager, deputy, assistant, chair of the committee and Early Years teacher from the on-site school.
- The inspector carried out a joint observation with the manager.
- The inspector gathered the views of parents and the committee through written statements and interview.
- The inspector gave feedback to the manager and chair of the committee.

Inspector

Scott Oliver Thomas

Full Report

Information about the setting

Longden Pre-School is based within a purpose built demountable within the grounds of Longden C of E Primary School. It shares the building with the out of school club part of Longden C of E Primary School extended services provision. It is situated in the village of Longden, near Shrewsbury. The premises comprises of a multi-purpose activity room, toilet area, kitchen, office and outdoor play area. Children also have access to the school building and use of the school grounds. The Pre-School opened in 1997 and re-registered in 2011 when it relocated to the school grounds. It is governed by a voluntary management committee and is registered on the Early Years Register. Children attend from the local area. The nursery employs five members of staff to work with the children. Of these, three hold appropriate early years qualifications at level 3. The manager has a degree in a relevant field.

The Pre-school opens five days a week, term time only, from 8.50am to 2.50pm. Children may attend for a variety of sessions. There are currently 15 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- enhance the strong partnership with parents further, for example, by providing opportunities for parents to share their skills, abilities and interests with children, to enhance their learning
- build on the strong links with school, to provide opportunities for children to visit the school even more regularly to develop them socially for their transition to school, for example, during lunchtimes.

Inspection judgements

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

All children make good progress towards the early learning goals, as a result of inspirational teaching delivered through challenging and interesting activities that are extremely well matched to meet the needs of all children. Staff have a strong focus on the prime areas of learning; they plan for these effectively and allow children to develop the

necessary physical, social and communication skills which prepare them well for school. For example, children prepare their own snack and set the table for mealtimes as they are provided with the resources and guidance to do so. However, there are opportunities to further enhance children's independence and social skills at mealtimes by allowing them to visit the school on-site for meals, in readiness for their transition to school.

The staff have high aspirations for children's learning; they know what skills children need to be ready for school and they work meticulously hard to provide opportunities, such as early writing skills in the mark making area and chalking with easy to grasp chalks, outside. Staff record children's starting points well. They liaise with parents when children start to understand how to meet their needs and comprehensively identify children's prior achievements to build upon them in future planning. Parents are kept well informed of their children's progress during their time at pre-school. Key persons meet regularly with parents, to show them the progress their children have made over time and in relation to their starting points. They share precise information and provide clear explanations of how children have achieved their developmental milestones and what the pre-school and parents could do next to support children's future learning.

All children have had the progress check at age two completed at the necessary time and this has been shared with parents and appropriate partners where required to enable interventions in children's learning to be made if necessary. All staff complete daily observations to record children's achievements and progress, they analyse these well to identify suitable and challenging next steps in children's learning. Observations and assessments are recorded in learning journals, which demonstrate the good and sometimes outstanding progress children have made over time. Ideas for learning and play are supplied weekly to parents. For example, each child takes home a sound and colour of the week and a library book to encourage children's interests in books and sounds. Each child is encouraged to bring in an item matching the colour of the week to share with their peers. The pre-school is an important part of the local rural community. The pre-school takes great pride in celebrating this and works hard to help children learn about the world within which they live. For example, children learn about the role of their community during the period of Harvest. The staff enhance this learning superbly by collecting corn, for children to separate wheat from the chafe and grind it to make flour. As a result, children recall personal experiences from home but also learn where food items, such as bread, come from. Staff make a difference to every child who attends. They do this through their expert knowledge of child development and a strong partnership with the on-site school. As a result, the leader and early years teacher undertake a triangulated approach with parents to identify interventions necessary to support the development of all children, including those who achieve below and beyond the expected level of development.

Children are engaged in their play exploration; they take risks as they use challenging equipment, such as hammers and trowels and adopt a 'can do' attitude as they master new skills through trial and error. Children are encouraged to keep trying, but also take time to reflect on what went well and what could be improved next time. This reflective approach allows children to learn from their mistakes. Staff work well together to meet the learning needs of both the youngest and oldest children. They plan differentiated opportunities on a daily basis, matched to all children's interests and abilities. As a result

of the good adult to child ratios there is flexibility for staff to provide enhanced support for children of different ages and abilities, which enhances children's already good progress.

The pre-school have adopted the Reggio Emilia approach to learning and development delivered through child-led play within a well-planned and well-resourced natural environment. The staff deliver a broad range of activities for all children. Children learn to play together harmoniously as the environment is thoughtfully planned for children to access indoor and outdoor provision for most of the day. For example, children choose what resources to have out during their planning time which meets the needs and interests of all the children allowing them to play together without frustration or disengagement. Physical activities enhance the learning of all children. For example, children develop their fine motor skills as they grasp gardening equipment to mend the broken fence around the vegetable patch. The staff develop this learning, through demonstration as they model how to hold items correctly and safely. Children are supported to learn concepts, such as how many pieces of banana and apple is needed for snack; the staff provide challenge and differentiation as they pose questions for children to predict and experiment with. There are multiple opportunities for children to develop their communication, language and literacy skills. Staff bring stories to life as they read books to children related to their interest in Harvest which involves children and supports children's keen interest in books. The early years teacher visits on a regular basis to read to the children and lead letters and sounds sessions and staff enhance these sessions through their everyday practice. For example, when children pick the pea pods they have grown, staff talk about the sound the pod makes when it pops and the sound 'p'.

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

The environment is stimulating and very welcoming. There are a wide range of resources available to children. Resources are rotated and enhanced to maintain interest and build on existing learning. The deployment of resources is exceptional. There are many learning areas throughout the environment which allows children to expand their learning by using resources from multiple learning areas. As a result, children become entrenched in learning as they build upon what they already know. There are a range of resources for all children of which many promote children's understanding of the world. The pre-school have recently introduced additional information, communication and technology resources, such as a tablet computer and laptop. Children are extremely interested in using these resources to play games and research information. For example, they use the tablet computer to find pictures of a combine harvester.

The key person system is implemented extremely well, although, there is only a small staff team and therefore children develop strong bonds with all staff. The staff have a comprehensive understanding of what the role of the key person is including special relationships with parents and strong bonds and attachments with children. As a result of this understanding, the staff work together in response to children's preferences to identify key persons for each child. They work together to act as a buddy for each other to ensure during absence or daily tasks, each child's needs can be met comprehensively. The staff knows all children and families extremely well. As families are part of the rural community they have a great dedication to the pre-school. However, there is scope to

further enhance their involvement to enable and encourage them to contribute their skills, abilities and interests, to extend children's learning and understanding of the world.

Children show love and respect for their environment as they would in their own home. Children are extremely happy and relaxed in the care of staff and existing children have a deep rooted bond with the staff, which is as a result of their nurturing approach to caring for children. They show respect and affection to the their key person whom they understand is an important part of their lives. New children develop a bond quickly and find reassurance from the familiar staff during the induction period, through cuddles and familiar routines. Children feel safe at pre-school as a result of the freedom they are given and the safety rules in place. They are suitably wary of unfamiliar visitors who arrive and seek reassurance of their suitability from staff. The children access the indoor and outdoor environment for much of the day through free-flow. They are aware of the possible risks within the environment, such as the kitchen and office areas. Consequently, children conduct themselves in a safe manner and they know not to enter the kitchen or office. The behaviour of children is very good. Children play cooperatively together as they expand role play ideas, and work together to achieve desired outcomes. Children are encouraged to develop their independence and manage their own behaviour as they learn consequences. The staff have a consistent approach to managing behaviour. They remind children of the positive ethos of the pre-school, 'care, share and be fair'. This supports children's understanding of positive behaviour and what is acceptable. Children enjoy their time at pre-school, as they show great pleasure and delight when they arrive for their session. For example, they greet their key person with smiles and reassuring cuddles. Children who have recently started at the setting settle extremely quickly, they are sad to go home at the end of the day and talk about their next session at pre-school with excitement and anticipation.

The pre-school works with parents and other early years providers extremely well to prepare children for school. The daily transition between pre-school and other providers is smooth. The leader works with the on-site school throughout the year to plan opportunities for children to visit the school and be part of joint learning approaches. For example, children visit the school to join in with child-led play, physical education sessions and school assemblies, which allows them to become familiar with the school environment and routines. The school and pre-school have been celebrating special places in the community. They are going to complete this celebration through a joint trip to the local church for a mock wedding.

The staff and children enjoy being outside for most of the day and as a result, many learning opportunities take place outside. The outdoor area is part of the continuous learning provision and promotes children's development in all areas. Children spend time outside in all weathers, and therefore understand the importance of going outside for fresh air. The outdoor space is rich in opportunities to develop children's physical skills including their large motor skills, such as pedalling, crouching and climbing. Children know it is important to keep healthy and how physical exercise can aid this. The environment is equipped to support children to manage their own personal hygiene needs from an early age. There are tissues at children's level so they can wipe their noses and dispose of safely, and children are able to access toileting facilities independently and are encouraged to do so without constant supervision.

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

The leader has a strong commitment to safeguarding children and a detailed understanding of the safeguarding and welfare requirements. All staff adhere to all necessary policies and procedures, and are able to demonstrate what action to take in the event of a child protection concern, which is underpinned by in-depth training. Staff know how to keep children safe, through using the risk assessment process to identify all possible hazards and minimise risk. The pre-school has taken action to improve the recording of children's attendance since the last inspection to ensure children's times of arrival and departure are accurately recorded. Staff safely store and administer all medication and record all accidents that occur. Staff take action to keep children safe, as they use mobile phones and cameras safely. They do not allow any unauthorised personal to have access to confidential details and photographs of children. The pre-school has a range of written policies and procedures which support the consistent practice and approach to many aspects of the care, including behaviour management and the safeguarding of children. All staff know the policies and procedures well and they are shared with parents and other partners, such as Ofsted and the local authority to ensure compliance with all requirements. Policies and procedures are reviewed regularly to reflect and improve practice and to take into account the views of staff, committee parents and children. For example, the deputy has recently amended the child protection policy following changes from the Local Safeguarding Children Board.

The pre-school alongside the schools extended services team implement a safer recruitment policy to ensure all staff, volunteers and students are safe and suitable to work with children. This is enhanced through a robust and detailed induction that includes and promotes the well-being of all children through safe care practices. Staff complete a range of training provided by the local authority and school to enhance their knowledge and skills further and to maintain all mandatory training, such as first aid. Staff complete training throughout the year which is linked to identified areas for improvement or new initiatives, such as the Reggio Emilia approach. Staff are able to keep children safe as a result of training, and have an in depth knowledge to promote children's development and learning. All staff have a commitment to further professional development, led by the leader who has achieved a degree in early years. There are systems in place for the monitoring of all staff including the leader. Staff regularly meet with their line manager for supervision, and annually for appraisal. This system reflects on the practice of staff, including their teaching and suitability. Priorities for improvement are identified, which are supported through training, coaching or mentoring. As a result, staff's practice is consistently improving through their successful implementation of new approaches.

The leader has a good understanding of how to meet the learning and development requirements. She monitors the planning of activities on a weekly basis by updating enhanced provision planning and ensuring that activities reflect children's needs and interests. The leader and deputy are able to identify gaps in educational programmes, such as information, communication and technology equipment, and make improvements in practice and resourcing to further enhance this area. For example, resources such as a

tablet computer and laptop are now available, as well as programmable toys and sound equipment. The leader makes regular observations of all staff to monitor the quality of teaching including feedback through supervision to identify strengths and weaknesses in practice. As a result, they are able to identify strategies for improvement which supports children's good and sometimes outstanding progress. Staff refer to guidance to benchmark the assessments of children's progress. The leader and deputy provide an objective view on each other's assessment along with the early years teacher to ensure assessments are precise and reflect children's abilities. There is excellent support for those children whose starting points are below expected levels. The leader swiftly identifies these groups of children through the robust assessment tools and works with her deputy and parents to agree interventions, which enable children to make good and sometimes rapid progress from their starting points. Children with identified special educational needs and/or disabilities, are supported efficiently by staff and professionals alongside parents, through agreed support plans. As a result, gaps in learning are closed swiftly and all children enter school at or above the expected level of progress.

The leader leads the setting well through her evaluative approach underpinned by her Reggio Emilia beliefs, which has led to effective self-evaluation and rapid improvement. All staff reflect on practice, advice and the views of the committee, parents and children. Significant progress has been made since the last inspection, and children's next steps are now effectively identified leading to children now making extremely good progress. Since the appointment of the new leader, the pre-school have implemented a new approach to children's learning which has embedded well. As a result, the quality of teaching is consistently high and innovative in its delivery. The pre-school now have a clear vision which is inspirational and based on the values of the community and the school.

The pre-school has worked well with the on-site school to agree how to prepare children for their transition. As a result, joint planning and experiences are available in order to ensure all children are well prepared for the next stage in their learning. However, the pre-school can now enhance this further, for example, by allowing children to visit the school regularly at lunchtimes to further develop their independence and social skills to the maximum. Partnerships with parents, early year's providers, schools and the local community are strong. Being part of a close knit community, the partnerships between the pre-school, school and local residents is personable. This has significant benefits to the children as they are able to form their own special relationships with these partners in their own local community, though there is scope to increase the contributions of parents in order to enhance children's learning even more.

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 action. 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	EY429992
Local authority	Shropshire
Inspection number	875933
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	15
Name of provider	Longden Pre-School Playgroup Committee
Date of previous inspection	13/10/2011
Telephone number	01743860514

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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, which are usually the childminder's 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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