

Long Crendon Pre-School & Out of School Club

C/o Long Crendon School, Chilton Road, Long Crendon, Aylesbury, Buckinghamshire, HP18 9BZ

Inspection date	14/11/2013
Previous inspection date	29/09/2008

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Overall, the quality of teaching and learning is consistently good; as a result, staff give children all the necessary support that they need to make good or better progress from their starting points.
- There is continuity between the systems for planning, assessing and monitoring the educational programmes and promoting children's learning and development. As a result, staff support and challenge individuals and groups of children well.
- Staff deployment is effective to meet the needs of all the children. As a result, staff give children their time and attention; this supports children well and keeps them focused on learning.
- Staff in the pre-school give full attention to assessing and managing risks to children. This enables children to play freely in a safe and secure learning environment.

It is not yet outstanding because

- There are fewer planned opportunities for older children to fully extend their understanding of the shape, space and measure element of mathematics.

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.

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 children's activities inside and outdoors.
- The inspector tracked children in the pre-school and looked at assessment records and activity plans.
- The inspector reviewed qualification, recruitment and suitability information with the manager.
- The inspector carried out a joint observation with the manager.
- The inspector reviewed documentation and discussed self-evaluation with the manager.

Inspector

Cordalee Harrison

Full report

Information about the setting

Long Crendon pre-school opened in 1968 with the out of school club opening in 2006. They are both run by the same parent committee. They are sited in a classroom within Long Crendon School that has its own secure outside play area. The provision opens every weekday from 8am until 6pm term time only. A total of 129 children are on roll. Of these, 57 children are in the early years age group and are aged between two and under five years. The pre-school receives funding for free early education for children aged two, three and four years. The pre-school staff support children with special educational needs and/or disabilities. The Pre-School and Out of School Club employs 15 staff. Nine staff members regularly work with under-fives and the other six provide absence cover. Of the regular staff one holds Early Years Professional Status, five are qualified at level 3 and three are studying for relevant qualifications. Of the remaining six staff two are qualified at level 3, two at level 2 and two are unqualified. This provider is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- extend older children's mathematical skills by planning more activities to further develop their understanding of shape, space and measure.

Inspection judgements

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

Staff planning for learning and development in the pre-school is consistently good and is coupled with effective systems for monitoring the educational programme overall. This enables children of varying ages and ability to make good, or better, progress in their learning and development. Staff provide children with learning experiences that are interesting and with suitable challenges; this keeps children stimulated and focused on learning. Staff clearly identify learning outcomes. This ensures that activities are well suited to the children. In addition, staff are proactive and adjust the learning environment to suit the children's moods and dispositions. For example, staff allow the children to develop activities in ways that are of interest to them. As children play outdoors, they develop activities relating to speed, as they go fast and slow and include the role of the emergency services. The children have fun pretending to rescue each other and relate their understanding of speed to transporting people in ambulances. Children's positive play and cooperation with others shows that staff are supporting them well to make good progress in their personal social and emotional development. They are using their confidence and self-assurance to extend their learning across several areas. Children's

high level of confidence serves them well in readiness for school.

The quality of teaching is good, because the systems for planning, observing, assessing and tracking children are effective. Staff make good use of information from observations to tailor individual children's learning. Staff share children's progress with parents and support children to make good or better progress in all areas of learning. For example, staff support younger children in one-to-one and smaller group activities. This allows these children to develop their confidence to speak and explore activities individually and together. Staff sit at the children's level and introduce words to increase their vocabulary, this builds children's confidence to speak and listen. Staff's consistent nurturing of young children, results in them learning to speak confidently and listen well as they get older.

Children respond positively to staff's guidance. The learning environment is busy and purposeful. Children behave well and show consideration for others. Staff provide a child-centred learning environment, which helps all children to experience all of the activities that are available. Staff's good management and resourcing of the learning environment goes a long way to promoting an inclusive environment for all children. Children's full engagement in purposeful activities shows that they are developing good concentration skills and consolidating their learning and this raises their individual achievements. Where key persons identify gaps in learning, they put clear and well-considered plans in place to close those gaps quickly. Additionally, the special educational needs coordinator is instrumental in managing individual education plans for children. Staff take a joined-up approach and use consistent good quality teaching to deliver learning and development in the pre-school. Consequently, all children make good or better progress from their starting points. Staff use the systems for monitoring and tracking children well to make sure that every child has the solid foundation that they require to build their future learning.

Staff plan well for the use of the outdoor area. It is a well-equipped and inviting area, which allows children to learn across all areas. Staff make good use of the resources to support children's learning as they play outdoors. As a result, there are many opportunities for children who learn best outside to develop their individual learning styles. Children get plenty of fresh air and physical exercise each day; they climb, slide, ride bikes and use balls as they play outdoors. Overall, staff plan well for mathematics, children experience this area of learning as they use resources, such as construction sets, sand and water, match and sort. Additionally, there are many numbers displayed in the pre-school. However, staff plan fewer focused activities to extend the older children's understanding of shape, space and measure. This means that they do not consistently develop children's understanding of this element of mathematics. Children express their creativity as they paint and draw, and use writing implements. Children mould and cut dough, they create change with tools such as scissors and they make and enjoy music. Children use an extensive range of good quality books. For example, as well as enjoying stories children use resources, such as paper, pencils, colouring pens and scissors to recreate pictures from storybooks. Some children show great imagination and creativity, they explain that they are making vases with flowers to take home. The well-equipped and organised learning environment encourages children explore and learn freely.

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

Staff take positive steps to promote children's well-being; they are caring and sensitive to children's needs and develop good relationships with them and their families. This helps children to feel secure and prepares them for future changes, such as going to school. Every child is allocated a key person and they take the time to get to know children's individual needs. Staff communicate effectively with each other and this means that all staff are able to bridge any learning or development gaps for children. Parents states that children settle very quickly in the pre-school. The key person system is well established and parents know the individuals who are allocated as their child's special person. Parents state that they find all of the staff approachable and knowledgeable and know who to speak to directly about their children.

Staff make effective use of information about all children's starting points. They plan well for the individual child and prepare the learning environment to ensure that the learning experiences are stimulating and challenging all children; including those with special educational needs and/or disabilities. Staff deployment is effective to meet children's needs; staff engage purposefully with the children. As result, children feel safe in the pre-school and interact warmly with their cares. Staff promote equality and inclusion well. They provide children with positive images of people in society, including cultural diversity and disabilities. They extend children's activities to help them understand about different cultural celebrations and communities. The good provision for children's learning and development and consistency in meeting children's individual needs promotes equality well. Children are learning to do their best and this equips them well now and for the future. Staff make connections between policies such as, equal opportunities, behaviour and their practice. They model their good understanding of the importance of equality and good behaviour for children. Children reflect this in their interactions. Children are to learning to manage their behaviour and to be respectful of others. As a result, the learning environment is calm and positive and children are well-prepared for future learning.

Staff take appropriate care of children's health and personal care needs. Many practices in the pre-school help children to promote their understanding of different aspects of healthy lifestyles. For example, staff support parents to provide balanced and nutritious packed lunches for all children. Children learn to make healthy choices about snacks as they choose from a variety of fresh fruits each day. Children spend as much time as they like playing outdoors, which promotes their good health and well-being. They are learning about good hygiene practices through consistent routines, such as hand washing. The well-equipped pre-school enables children to take some responsibility for their personal care, such as using the toilet and washing their hands independently. The pre-school is secure and staff's effective use of risk assessments and hazard checks create a safe environment for children. The use of safe equipment and regular practising of the evacuation procedure raise children's awareness of some aspects of personal safety. In addition to this, staff routinely plan activities to promote children's understanding of road safety. Children are learning how to use tools safely; for example, they know that they are to sit down when using scissors.

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

The leadership and management team makes good arrangements to promote the learning and development and safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. Practices in the pre-school are secured to well-considered policies and procedures that are familiar to the staff. The leadership and management team manages all aspects of safeguarding effectively. For example, staff have secure understanding of child protection matters. They are familiar with the child protection policy and they are clear about what to do if concerns arise about children's well-being. The recruitment procedure is sound and all staff who work with children are vetted through the Disclosure and Barring Services procedures. In addition, all staff receive a full induction. This ensures that they are clear about their roles and responsibilities in pre-school and that they understand the importance of securing their practice to the policies and procedures. There is ongoing support for staff. This includes training and mentoring, staff meetings and annual appraisals. All staff have completed core training such as first aid and safer food handling. A number of staff are currently studying to gain relevant early years qualifications. The ongoing professional development of staff helps to promote good outcomes for the children.

Staff in the pre-school manage documentation that is required efficiently and this helps to safeguard children. For example, attendance and records are in place for staff, children and visitors. Staff in the pre-school make effective use of risk assessment to identify and address risks to children. As a result, the preschool is safe and secure for children to use and this helps to assure their safety. The leadership and management team meets the safeguarding and welfare requirements. The quality of teaching and learning and the systems to monitor children's learning and the educational programme are consistently good overall. Consequently, children make good or better progress in learning and development and this promote their readiness for school.

The leadership team is clear about the requirement to carry out the assessment for children aged between two and three years and some staff have had the experience of completing these records. Parents comment that assessments completed by staff show an accurate picture of their children. Additional, they state that they know and are confident in the next step that staff plan for their children. The pre-school staff engage well with parents and other providers to support children's learning. Parents state that they are very happy with the arrangements for children's learning and care. They further state that they value the regular and detailed information the leadership and staff make share with to them.

The leadership and management team makes effective use of self-evaluation; this helps them to consider the views of the users and staff. As a result, they continually identify and prioritise for improvements. For example, since the previous inspection there has been a strong focus on improving the outdoor provision for children. The team has achieved well; children now have daily use of an inviting and vibrant outdoor classroom.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	509746
Local authority	Buckinghamshire
Inspection number	918126
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	40
Number of children on roll	57
Name of provider	Long Crendon Pre School Committee
Date of previous inspection	29/09/2008
Telephone number	01844 202 221

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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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