

Newton Longville Pre-school and Extended Services

School Drive, Newton Longville, MK17 0BZ

Inspection date	11/02/2014
Previous inspection date	10/03/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	1
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		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Staff promote children's learning staff consistently well and they make good use information from observations and assessment to inform their daily plans.
- Staff provide children with wealth of good quality resources, which the learning styles of children with a wide range of interest.
- Children are becoming confident learners because staff all opportunities to help them to build on what they can do.

It is not yet good because

- The provision's self-evaluation system is not robust; it is not good enough to foster continuous improvement to always promote children's interest.
- The provider had to take action to meet children's dietary needs following an incident.

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 indoors and outside.
- The inspector tracked children, looked at children's assessment records and discussed activity plans with the pre-school manager and staff.
- The inspector reviewed documentation and discussed self-evaluation and improvement plans with the both managers and a member of the management committee.
- The inspector spoke to parents and took note of their views.

Inspector

Cordalee Harrison

Full report

Information about the setting

Newton Longville Pre-School and Extended Services registered in 2007. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Newton Longville Church of England Combined School in the village of Newton Longville in Buckinghamshire. A committee of parent volunteers manage the provision. The setting serves children who attend the school and those in the local community. It provides pre-school, and before and after school services. The premises are comprised of two halls and a kitchen, as well as toilet and washing facilities and an office. A securely fenced outdoor area is available for children's activities. The setting opens from 8am until 6pm, Monday to Friday term time only. Currently, there are 85 children on roll, of these 53 are in the early years age group. The setting receives funding for free early education for children aged two, three and four. The provision supports children who are learning English as an additional language.

The setting employs 12 members of staff; of these, 11 work directly with the children. Including the managers of the pre-school and the out of school provision, seven staff hold qualifications in early years education and care to level 3. One member of staff holds a relevant qualification to level 5 and three staff members are unqualified.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve systems to self-evaluate all aspects of the provision to identify any weaknesses in both the pre-school and out of school club, with particular regard to the safeguarding and welfare requirements, and ensure policies are implemented consistently by all staff to promote the interests of children.

Inspection judgements

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

Staff promote children's learning consistently well and they use observations and assessment to inform their daily plans. Staff effectively adapt activities and provide good levels of challenge for children through structured and free choice activities. Staff plan and deliver good quality educational programmes that cover all areas. Staff's positive engagement with parents encourages them to contribute information about the activities that their children enjoy and this strengthens partnership working between both parties. Staff work very closely with children; they show interest in what children are doing and allow them to lead when they initiate play. This encourages children to share their learning and interests. Additionally, it provides more opportunities for staff to gauge

children's understanding. For example, as children experiment with the computer, staff see how well they understand the programmes and to what degree children are able to use this resource independently. Children consolidate their understanding of 'people who help us'. They dress the different characters and talk about the reason for protective clothing, such as helmets. Staff support children's interest in early writing; they make notebooks and paper available in the shop, vets and play house. This gives children many opportunities to practise their writing and they enjoy doing so; therefore, children are becoming confident learners. For example, the large board for writing outdoors encourages children who learn best outdoors to practise and develop their writing skills in relation to their interest of super heroes and dinosaurs.

Staff promote children's understanding of mathematics with planned and unplanned learning. For example, children use scales and money as they play shops; they use tape measures and rulers as everyday resources. Children are confident with numbers, for example, many children are able to subtract items under five and recognise quantities. Additionally, some children are able to record some numbers clearly. Children show confidence in speaking, early reading and writing. They are proud of the short sentences they can write and confidently read these to others. Children show others their achievements; they know that they have done well. Staff encourage children to share their knowledge and learn from each other and this increases their independence to do things for themselves and to value the achievements of others.

Staff plan to promote children's physical development every day. Through discussion and practice, children are learning why exercise is good for their body. Staff provide children with a wide range of resources and equipment that help to develop fine and large physical movements. Children show good coordination and control as they use the mark making implements, the computer mouse, and when they ride and use various items with wheels. They show stamina and awareness of space when they ride fast and manoeuvre their bikes to avoid others.

Staff provide an inclusive environment where children who are at different stages of development learn and play freely together. The stimulating and inviting play opportunities that staff provide and their engagement with children help children to develop a wider group of friends. For example, many children play together in the role play area and in outdoor play. Daily use of the well-equipped outdoor area helps children with different learning styles to explore learning in ways that suit their styles. For example, some children give their friends a ride on their vehicles, or draw maps to extend their play.

Children's engagement shows that they are learning actively. The pre-school atmosphere busy and purposeful. Staff use all opportunities to talk to children about personal safety and use resources, such as props and puppets, to make children's learning more meaningful to them. Staff share information with parents daily; additionally, all parents get reviews of their children's progress across the areas of learning. Children's learning journals, which include pictures of their work and play, are available for parents. These records help parents to understand more about their children's learning experiences in the early years. Parents state that they welcome this information because it helps them build on what their children are learning at home. For example, parents say they value the stay and play session because they help them see how children how them how children spend

their time. They add that the outings that the provision arranges provide excellent opportunities which increase children understanding of the world. Staff are supporting children to make good or better progress in learning and development and this is promoting children's readiness for school very well.

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

The procedure is to allocate every child in the early years range a key person from the start. Overall, this works well to settle children and to find out their individual needs and starting points. Staff know the pre-school aged children well and use the information to help children to settle and to plan for their time in the provision each day. This enables staff to routinely welcome new children and to make sure that they are able to follow their interests in the provision. Staff give all children the support they need to ease their separation from parents at the earliest stage. This helps children settle well and to enjoy their time in the provision. Children's easy engagement with staff and their friends, and the manner in which they make choices about play and learning, show that they feel secure in the provision.

Equality is a central feature of the provision's practice; staff welcome all parents and children. Staff make all of the necessary provision for children who are learning English as an additional language. For example, they use early intervention programmes, including 'Structured Activities for Language and Literacy in the Early Years' strategies. These are specially designed to support children and promote their learning by closing gaps as quickly as possible. In one-to-one and small group work, staff work specifically with children who are less confident in any areas of learning and development. Key persons consistently plan the next step for children and they share the information with their team members. This helps staff to take a joined up approach and make sure that promoting all children's learning and development is a high priority. Staff work closely with parents to involve them and make sure that they know that their children are learning. This enables all parents to support children's learning at home. These effective methods keep children learning at a good or better pace from their starting points. This enhances children learning experiences and many children show high confidence and great enjoyment in learning.

The pre-school staff provide children with healthy and nutritious snacks and drinks and parents provide children's packed lunches. These staff know children allergies and health condition. They consistently manage children's food carefully and in line with the preschool's food and drink policies and information about children's health. However, staff who work in the out of school provision do not always manage children's food and dietary requirements in the same careful way. All staff are informed of children's individual welfare and care needs, but they are not all careful to use the information to tailor children's care to their individual dietary needs. At such times, lapses in staff's practice adversely affect children's health. For example, on one occasion, staff served food that is contrary to children's dietary needs and this made the child unwell for a short period. All children get plenty of fresh air and exercise each day. There is safe arrangement for the storage, management and administration of children's medication.

Staff act promptly to care of children personal hygiene needs. Staff consistently use good hygiene practices and activities, along with routines for promoting children's understanding of the importance of healthy lifestyles. For example, staff encourage children's hand washing, their independent use of tissues and dressing properly in consideration to the weather.

Staff make a wealth of good quality resources available for children to use indoors and outside. The premises are safe and secure; children are not able to leave unsupervised and all areas are clean and properly maintained. In this regard, the management and staff make effective use of risk assessments and hazard checks. However, since the last inspection, there have been breaches of the safeguarding and welfare requirements. These breaches were pertaining to the management of children's dietary needs, the management of information and records and the provider did not follow their policy for the dealing with allegations against staff. On these occasions, the provider did not safeguard children and promote their welfare well, although the current practice is now suitable.

Staff model good behaviour for children. Additionally, where possible they support children to resolve conflicts. Staff set high expectations for children to behave well. They model good behaviour for children and help them to learn right from wrong. This helps children to learn how they are to behave well and show consideration for others. Children are learning to listen and respond positively to adults who are caring for them. These are useful skills for them now and in readiness for school.

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

This inspection took place following concerns that were raised to Ofsted about the management of information and records. Ofsted visited and found breaches relating to the security of documentation. During the visit, the inspector found that the provider failed to follow their safeguarding policies in relation to reporting an allegation against a member of staff. Ofsted issued a notice to improve that asked the provider to ensure investigations into allegations against staff are not carried out without prior agreement from the child protection agency and they act on any advice provided in order to safeguard children. Ofsted also asked the provider to ensure confidential information and records about children are held securely and only accessible and available to those who have a right or professional need to see them. Ofsted issued an initial warning letter because the provider had failed to notify them of an allegation against a member of staff and also failed to notify them of changes in the manager, as required. The provider took action to address the issues and now meets these requirements. For example, the leadership team has revised and improved all of their systems for the management of records and information. Records are managed on a secure computer system in the provision's office. The provider is now clear about when to refer safeguarding concerns to Ofsted and the relevant agencies.

The provider notified Ofsted about a serious incident relating to the out of school club. A

child in the out of school club was served food that did not meet their dietary requirements. The child ate the food, but did not experience any adverse reaction while in the provision. However, the child became unwell some hours later. At the time of the incident, the provider breached a requirement of the Statutory Framework of the Early Years Foundation Stage, as the provider did not do all that was necessary to promote children's good health. This demonstrates that the leadership team did not implement their policies and procedures to safeguard children and promote their good health. The provider has taken immediate and effective action to address this matter. The leadership team has since revised the risk assessment pertaining to the management of food and health and carried out an immediate revision of food management in the provision. We are satisfied with the action taken to help ensure children's safety. However, these breaches demonstrate that there are weaknesses in the systems to monitor practice and self-evaluate the provision.

The provider has improved systems in place for the management of child protection issues. Staff know what to do if there are concerns about child protection matters. They are clear about what to do if concerns arise about children's well-being. All staff in the provision are fully vetted; this ensures that only suitable adults supervise children. Although the management committee does not always provide Ofsted with timely information pertaining changes to the committee members. However, they ensure that unchecked volunteers do not have unsupervised contact with children in the provision at any time. Information about the local safeguarding team and contact details for Ofsted is displayed prominently in the provision. This enables staff and parents to act immediately if concerns arise about children's well-being. Staff know and understand the provision's whistle blowing policy. Documentation required to safeguard children and promote their good health is in place; records are accurate and up to date. The provision's recruitment procedure includes all of the required elements, including induction and staff performance management. There is continuous core training for staff and the majority of staff hold relevant qualifications to level 3. Some staff are training to improve their qualifications.

Overall, the provider puts good systems in place for the delivery and monitoring of the educational programmes. All children are making good or better progress in learning and development in readiness for school. Staff are experienced at completing the progress check for two-year-old children. Additionally, staff regularly provide all parents with progress reports for their child.

Currently, practice in the provision requires improvement. Although there are systems in place to evaluate the provision's overall performance, these are not robust. Systems to monitor and deliver the educational programmes are effective, but the past breaches to the safeguarding and welfare requirements show the provision's self-evaluation is not effective. This is not good enough to safeguard children and promote their welfare consistently, or to continually foster a culture of improvement. There has been a slip in the leadership and management's performance. This has affected the quality of care that children receive. Even so, the leadership team has acted promptly and worked with the local authority to rectify breaches to requirements. For example, the leadership team is now registered with the Information Commissioners Office and follows their guidance for the management of data. They have taken action to identify clear roles and responsibilities for volunteers who serve on the management committee and all committee member's

checks are in process of completion, in line with the Early Years Foundation Stage requirements. This shows a willingness to drive improvement for children who use the provision.

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	EY357146
Local authority	Buckinghamshire
Inspection number	952171
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	32
Number of children on roll	85
Name of provider	Newton Longville Pre-School Committee
Date of previous inspection	10/03/2009
Telephone number	01908641706

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

