

# Longdon Pre-School

Longdon Village Hall, Brook End, Longdon, Staffs, WS15 4PT

## Inspection date

13/06/2014

Previous inspection date

23/09/2011

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 3

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 support most children to think critically, develop their communication and language skills and to choose and explore from a wide range of resources both indoors and outdoors.
- Staff promote children's safety and well-being by effectively using the key person approach and through their secure knowledge of safeguarding procedures. As a result, children feel safe, emotionally secure and are protected from harm.
- Managers and staff promote strong partnerships with parents to ensure children's individual needs are understood and met appropriately.

### It is not yet good because

- The quality of teaching is variable. Staff do not consistently provide a good level of challenge or fully promote children's identified learning priorities during activities, with particular regard to older and more able children.
- Staff do not always engage or interact with children, which results in some children not being praised for their efforts or having their learning fully extended.
- Staff are not pro-active in developing partnerships with other practitioners, such as nursery teachers, when children attend more than one setting, to ensure all adults have a clear view of children's overall learning.

## 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 activities in the main hall and outdoor environment and completed a joint observation with the manager.
- The inspector held meetings with the manager of the pre-school.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.
- The inspector spoke with the staff about the daily routines, children's individual learning and self-evaluation.  
The inspector looked at a selection of policies and procedures, which included
- safeguarding and complaints, risk assessments, children's assessment and planning records and a range of other documentation.
- The inspector checked evidence of suitability and qualifications of all staff working with children and the providers self-evaluation form.

## Inspector

Dianne Adams

## Full report

### Information about the setting

Longdon Pre-School was initially registered in 1987 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from Longdon Village Hall in Longdon, Staffordshire and there is an enclosed area available for outdoor play. The pre-school employs three members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. In addition, the manager holds a level 5 qualification and has Senior Practitioner Status. The pre-school opens Monday to Friday, from 9.15am to 12.15pm, during school term times. Children attend for a variety of sessions. There are currently 20 children attending, all of whom are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children.

### What the setting needs to do to improve further

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

- provide all children with a good level of challenge, especially the older and more able children, ensuring children's learning priorities are consistently promoted
- improve the interactions between staff and children to guide children's learning and ensure they enjoy satisfaction in meeting their goals
- improve partnerships with other practitioners, when children attend more than one setting, to ensure children are provided with a consistent approach to their learning.

### Inspection judgements

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

Overall, staff have a suitable understanding of how to promote children's learning through play. They provide children with activities and access to a wide range of play resources that cover the seven areas of learning, both indoors and outdoors. This ensures children enjoy playing and exploring and are supported to make decisions in their play. Staff respond well to children who seek to engage with them. For example, when children excitedly tell staff they can see a dinosaur through their binoculars, staff sensitively join in with children's ideas and continue their make-believe play. Staff use open-ended questions to support children to think critically and consider their feelings towards dinosaurs. As a result, children use communication and language well to share their thoughts and ideas, suggesting that dinosaurs are 'frightening'. However, some children spend periods of time not engaged or interacting with staff. Although these children are occupied, staff are not

taking the opportunity to fully extend their learning. For example, some children sit quietly at a table developing their physical skills by confidently drawing pictures of people with recognisable features. They safely use tools, such as scissors, to cut out their pictures and use glue to assemble and join the head to the body. This develops skills in expressive arts and design. However, staff sitting nearby do not acknowledge this group of children's efforts and do not engage with them to review and discuss their goals and successes. As a result, children are not fully challenged and eventually lose their motivation and interest in the activity.

All children enjoy planned activities with their key person. For example, a group of older and more able children enjoy participating in a baking activity alongside others of a similar age and ability in their key group. Children behave well as they sit and watch staff preparing the ingredients for making a cake. Staff support children to think and consider the shape of ingredients, such as butter. Consequently, children identify shapes, such as a rectangle and square, which helps to develop skills in mathematics. As new ingredients are introduced, staff encourage children to use their senses, such as touch and smell to explore and investigate. As a result, children confidently use language to communicate their ideas. For example, some children suggest honey smells sweet and others describe it as 'looking like slime'. However, for most of the activity children watch as staff cut the butter, measure the flour and spoon out the honey into a bowl. In addition, when children count three spoons of honey and then add a fourth spoon, staff do not support them to use language of 'more than' and 'less than' to extend their learning. This does not fully challenge children.

Overall, children are working within the typical range of development for their age. Staff observe children's learning and use the information to reflect and monitor what children can and cannot do. This information is recorded in each child's individual development folder and used to plan suitable activities and experiences that prepares children sufficiently well for school. However, some staff do not always make the most of activities to support children to reach the next step in their learning. For example, staff do not use a planned baking activity to promote some children's identified learning priorities to count two groups to find a total. This does not fully challenge children. Staff promote strong relationships with parents and ensure they are actively engaged in their children's learning. For example, parents share information about their children's learning at the beginning of the placement which is recorded on the 'All about me' document. Throughout the placement, parents benefit from receiving a summary of their children's learning at the end of each term, which includes the progress check for children between the ages of two and three years. This enables parents to support their children's learning at home. In addition, parents are encouraged to share what they see their children achieve at home both verbally with staff and by recording their comments on the summary report.

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

Staff warmly welcome all children and their families into the pre-school and ensure they experience a smooth move from home. Children who are new to the pre-school benefit from developing close attachments to their key person. This supports children to develop trusting relationships which promotes their emotional well-being. Some parents comment

on the flexibility of the pre-school to agree a settling-in period which takes into account their preferences and meets the children's individual needs. This results in children settling well and demonstrating they feel safe and secure. As children get older, they are also supported to manage new experiences with confidence, such as moving onto school. For example, school teachers are invited to visit the pre-school to meet children and discuss their individual needs with their key person.

Children are developing a sense of personal safety within the pre-school and are learning to work together, cooperate and share. They are being supported by staff to understand the importance of a healthy lifestyle. For example, children help themselves to healthy options at snack time and access water in their drinking bottles throughout the session. All children can choose to play indoors or outdoors throughout most of the session. They enjoy exploring the natural environment with items, such as magnifying glasses and benefit from digging and planting with the gardener. This promotes children's physical well-being and ensures they get fresh air and exercise each day. Children are also learning to keep themselves safe. For example, they benefit from lots of discussions with staff about the need to wear hats in sunshine.

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

Staff show a suitable understanding of their responsibilities to ensure the pre-school meets the safeguarding, welfare and learning and development requirements. Staff demonstrate a sound knowledge and understanding of child protection issues and take appropriate action if they are concerned about a child's welfare. All policies and procedures, including safeguarding and complaints, are written clearly and concisely and shared with staff, parents and carers. Training in specific areas, such as safeguarding, first aid and food safety and hygiene, is accessed by all staff to strengthen their knowledge and understanding of current guidelines and regulations. The pre-school committee and manager follow safe recruitment and vetting procedures to ensure the suitability of all staff working with children is checked, monitored and suitable records are kept. This includes obtaining information about employment history, health, qualifications and completing disclosure and barring checks. Staff complete suitable risk assessments and ensure children are provided with a safe and secure environment both indoors and outdoors. All hazards are identified and appropriate steps are taken to minimise them.

Leaders and managers demonstrate a commitment to improve the quality of the pre-school. All staff are qualified and access a regular programme of training, which includes developing skills to promote children's communication and language skills. All staff benefit from attending regular supervision sessions, team meetings and annual appraisals, although it is not robust enough to ensure teaching is consistent. To ensure continual improvement each member of staff follows an individual action plan to develop their knowledge and skills further. For example, the deputy manager recently visited another early years setting to obtain support and share good practice. The manager has a realistic view of the pre-school's strengths and areas that need to be developed. Some improvements have been made since the last inspection. For instance, staff now provide and effectively use a wide range of play resources across all areas of learning in order to

extend children's learning. Plans for future development include improving the organisation of records and documentation and recruiting additional staff to work in the pre-school.

The pre-school promotes strong partnerships with parents and carers. An informative notice board keeps parents and carers well-informed of planned events and ongoing changes, alongside daily discussions with friendly staff. The views of parents and carers are sought as part of the pre-school self-evaluation. Parents spoken to on the day of inspection speak positively about the changes that have been made over time. This includes developing the observation, assessment and planning of children's learning. Parents describe the pre-school as a 'community setting' run by caring and motivated staff who go the extra mile to support the family. Parents comment on the 'family feel' that is promoted by staff which results in children developing good relationships and enjoying their time in the pre-school. However, staff are not developing links with other practitioners, such as nursery teachers, when children attend more than one setting. This does not ensure the individual learning needs of children are understood by all and met.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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

<b>Unique reference number</b>	218186
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	876311
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	32
<b>Number of children on roll</b>	20
<b>Name of provider</b>	Longdon Pre-School Group Committee
<b>Date of previous inspection</b>	23/09/2011
<b>Telephone number</b>	01543 473510

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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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