

Great Longstone Pre-School

The Old Infant School, Main Street, Great Longstone, Bakewell, Derbyshire, DE45 1TZ

Inspection date	09/09/2014
Previous inspection date	18/10/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 in their learning because the manager and staff have a good understanding of the Early Years Foundation Stage.
- The key person system supports very good partnerships with parents. As a result, children form secure attachments with staff.
- The manager is committed to continuously reflecting on and improving the pre-school, with good support from the committee and the staff team, for the benefit of the children.
- Safeguarding is given high priority and staff are consistently diligent about protecting children and ensuring their safety. As a result, children benefit from being cared for in a safe and secure environment.
- Partnerships with parents, external agencies and other providers are very good. This helps to ensure that children are given good levels of support to meet their individual needs.

It is not yet outstanding because

- Children have fewer opportunities to maximise their early reading skills, as print is not freely available in the environment.
- The manager's monitoring of staff performance is not always sharply focussed to ensure areas for development are supported swiftly enough to guarantee children's attainment is raised to the highest level.

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 looked around the main room, the grounds and the outdoor area.
- The inspector checked evidence of suitability and qualifications of staff working with children and the self-evaluation form.
- The inspector held discussions with members of the committee.
- The inspector took account of the views of parents spoken to on the day.
- The inspector carried out a meeting with the manager and viewed policies and procedures.

Inspector

Diane Williamson

Full report

Information about the setting

Great Longstone Pre-school was registered in 2000 and is on the Early Years Register. It is situated in Great Longstone, within the grounds of Longstone Church of England Primary School in Bakewell, Derbyshire, and is a committee run provision. The pre-school serves the local area and is accessible to all children. It operates from one childcare room, a small outdoor area and an off-site garden. The pre-school employs four members of childcare staff. Two hold relevant childcare qualifications at level 3 and the manager and the deputy hold early years degrees. The pre-school opens Monday to Friday, from 9am to 12noon, term time only, except for days on which they run a lunch club, when they open until 1pm. There are currently 13 children on roll, all of whom are in the early years age range. The pre-school 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:

- extend children's interest in reading by enhancing the environment, for example, by adding more print to the environment, so children become aware that print carries meaning
- build on the manager's monitoring of staff performance to ensure areas for professional development are addressed swiftly, in order to raise children's attainment to the highest level.

Inspection judgements

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

The staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. Children's individual learning and development needs are very well met because the quality of teaching is good. For example, in the role-play shop, when staff ask what is made when the other half of a tomato is connected, three-year-old children confidently know it makes a whole tomato. Children are ambitious in their mathematical language when they reply that the shopping costs 'Two-hundred and eighty six pounds.' Therefore, staff skilfully promote children's mathematical thinking. Children display sustained concentration as they make a pretend house for the dinosaurs. They confidently explain to staff that they have made a gate to keep the other dinosaurs out. Children pretend to be police officers and ask staff for a notepad so that they can write down that they are looking for a yeti. Staff engage in the children's play and extend their

learning as they talk about what the yeti looks like and where it will be living. Three-year-old children proudly show staff that they have written their name. Children excitedly explain that the sunflower they have drawn is from the seed, which has now grown into a flower, from the pre-school's planting activity before the holidays. Children are able to explain the planting and growing process. As a result, the very good teaching has a positive impact on children's progress in all areas of learning. However, the environment does not always fully maximise the potential to extend children's reading skills further.

Staff's observations of children's learning supports their development effectively. For example, staff make snap-shot observations as children are playing and use these to evaluate their learning. Daily planning includes specific areas for development of individual children. This means planning is used to meet all children's needs. Staff assess children's skills and understanding as they ask them to count how many children are present. Staff take every opportunity to promote and assess learning during a session in the off-site, pre-school outdoor area. For example, new children are supported to cross the road safely, as staff encourage all the children to use their senses to help them to stay safe. Children's mathematical development is supported as staff ask the total when four children join the six children in the line. Three-year-old children learn about addition as the children count the total together. As a result, a good implementation of the planning and assessment process has a positive impact on children's progress in relation to their starting points.

Partnerships with parents and the community, to support children's learning and development, are very good. For example, the parents, staff and members of the committee work as a team to prepare and develop the pre-school garden for the new term. This means children are able to engage in safe, exciting activities, across all areas of learning, in the outdoors. As a result, children's learning and development is very effectively supported. Staff regularly talk with parents about children's learning, so they can extend this learning at home.

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

Staff consistently promote children's personal, emotional and social development very well. They are good role models and have positive relationships with the children. For example, children new to the pre-school are encouraged to keep their comfort toys with them until they feel settled. Parents speak of the caring, committed staff who know their children's needs, interests and development very well. Therefore, the key person system supports very good engagements with parents. Children's excellent behaviour shows they are very safe and secure. Children's self-organisation skills are encouraged as they routinely hang up their own coats and book bags. Children learn collaborative skills as they work as a team to tidy up after each session. Staff appropriately praise and encourage children in order to motivate them to achieve their next steps in learning. For example, staff use a clapping game to support the children to understand there is going to be a change in the routine. As a result, children's attachments are very well supported and

children are emotionally prepared for their next stage in learning.

Staff effectively plan and support children's physical development. For example, when the children arrive at the outdoor area, they exclaim 'We need to check first'. The staff carry out the routine risk assessments to ensure the area is safe. Children wear gardening gloves as they dig, pull weeds and collect apples from the ground, as they contribute to maintaining the garden planters in their purposely designed outdoor provision. Children are reminded to use their visual and auditory senses as they safely cross the road together holding the pre-school's 'walking-together rope'. This helps children to learn about how to keep themselves safe. Staff take the first-aid bag out to the outdoor play session. Children excitedly explore the grassed area and play safely on the slide. Therefore, children are supported to take age related risks in their learning. The staff and the children chat together as snack time is maximised as a time to talk about the children's interests. For example, children talk about their favourite fruits as they cut them up. Staff model good language structures and sharing their own preferences as children give specific reasons for their choices. Children have a good awareness of hygiene and care practices. For example, tables are cleaned before snack time. Children know that washing their hands gets rid of germs. Children help to set up the chairs and put out the cutlery and crockery. They pour their own drinks from a healthy choice of milk or water. Therefore, children's independent skills are very well promoted. As a result, children are given good levels of support to meet their individual needs.

Partnerships with parents effectively supports children's confidence and self-esteem. For example, parents share information about children's specific needs and interests when they first register their children at the pre-school and they value that the staff are always available to talk to. Teachers from the feeder primary school come to read stories to the children, in the pre-school, to help them form good relationships before they start reception class. Daily information ensures continuity of care. For example, the sharing of the children's home book, between pre-school and home, encourages parents and children to regularly talk about their home experiences, such as special occasions, visits to people and places and family holidays. The parents stick photographs in the book and write comments about the children's achievements and significant family news. The information is valued with care and interest as the book is shared with staff and friends in the pre-school. As a result, children's well-being is very well promoted.

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

The manager has a good understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. For example, safeguarding is given high priority and staff are consistently diligent about protecting children and ensuring their safety. Staff have a clear knowledge of their roles and responsibilities in reporting any child protection concerns and are aware of any action they need to take in the event of an allegation against a member of staff. All staff have attended relevant safeguarding training. Staff ensure that visitors sign-in and are asked to show their identification. The manager and the committee have a secure knowledge of the

recruitment process, and all staff and students have relevant qualifications and safety checks to ensure they are suitable to work with children. There is a secure keypad lock on the outdoor area gate and staff regularly count children when they are off the pre-school site. As a result, children benefit from being cared for in a safe and secure environment.

The manager has a good understanding of her responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. Assessment and monitoring procedures are in place to track children's progress and identify any gaps in their learning and development. Therefore, all children's learning and development is effectively supported. The committee leads the manager's appraisals and there are areas for development in place. Training needs are identified from the performance management of staff. However, the manager's monitoring of staff performance is not always sharply focussed enough to ensure skills are strengthened swiftly to raise children's achievements to the highest level. The manager's self-evaluation is shared with the very supportive committee and staff team. Parents' valued thoughts are acquired through questionnaires and consultation meetings. Improvements have been made since the previous inspection, which means there is now access to the very small outdoor area as a free-flow provision. Therefore, the committee and the manager are committed to continuous improvement of the pre-school.

Partnerships with parents, external agencies and other providers are very good. This helps to ensure that children are given good levels of support to meet their individual needs. For example, the committee, parents and members of the community show dedication to the pre-school as they work together to prepare and improve the outdoor area for the new term. This means the children have access to very good provision, which promotes their learning and development outdoors, and across all areas of learning, very well. Parents speak very highly of the pre-school staff and have no hesitation in recommending it to other parents. The speech therapist, the dental hygienist and the local children's centre are all available to support any needs the children in the pre-school may have. The manager and staff promote a warm, happy and safe environment for all children who attend.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	206773
Local authority	Derbyshire
Inspection number	871139
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	16
Number of children on roll	13
Name of provider	Great Longstone Pre-School Committee
Date of previous inspection	18/10/2011
Telephone number	01629 640842

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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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