

Langwith Bassett Pre-School

Langwith Bassett Primary School, Bassett Hill, Upper Langwith, Mansfield, Nottinghamshire, NG20 9RD

Inspection date

22/10/2014

Previous inspection date

09/11/2010

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

- Practitioners have a good knowledge of safeguarding policy and practice. As a result, children are well protected and safeguarded.
- Teaching and learning is good as practitioners have a secure understanding of the Early Years Foundation Stage. They plan purposeful activities that support children's individual development needs. Consequently, children make good progress.
- Children feel safe and secure in the care of the pre-school practitioners and thrive because of the warm and affectionate relationships they have with them. This enhances their emotional well-being.
- Leadership and management are good. The management have identified key areas for development and are proactive in self-evaluative practice. As a result, children's learning experiences continually improve.
- Partnerships with parents and other professionals, including the host school, are strong. Consequently, children benefit from a collaborative approach to their learning.

It is not yet outstanding because

- Practitioners' use of questioning and listening skills is not always supporting children to make even swifter progress in their communication and language.
- Children who prefer to learn in different ways, such as, actively outside, do not always have access to resources and activities, which foster their numeracy and literacy skills.

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 playroom and the outside area.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager and the nominated committee representative.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Ruth Moore

Full report

Information about the setting

Langwith Bassett Pre-School was registered in 1996 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Langwith Bassett Primary School in the Upper Langwith area of Mansfield, and is managed by a voluntary management committee. The pre-school serves the local area and is accessible to all children. It operates from one room and there is an enclosed area available for outdoor play. The pre-school employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. The manager holds a qualification at level 4. The pre-school is open Monday to Friday from 8.45am until 11.45am and from 12pm until 3pm during school term time only. Children attend for a variety of sessions. There are currently 18 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children and is a member of the Pre-School Learning Alliance.

What the setting needs to do to improve further

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

- enhance opportunities for children to further extend their communication and language development, for example, by asking more open-ended questions during activities and allowing sufficient time for children to respond
- focus more precisely on the opportunities children have to make good progress with their literacy and numeracy skills by adding additional resources and activities outdoors, such as, environmental print, to further promote children's recognition and understanding of words and numbers in different locations and circumstances.

Inspection judgements

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

Practitioners are knowledgeable about the Early Years Foundation Stage and fully understand how young children learn and develop. They provide a broad range of interesting activities and experiences, which cover all areas of learning and allow children to have many opportunities to be independent in their play. The quality of teaching is good. Children have an individual planning record that details their starting points, ongoing progress and next steps in learning. Each area of learning and development is implemented through planned, purposeful play, and through an appropriate mix of adult-led and child-initiated activities. All practitioners respond well to children's emerging needs and interests, and guide their development through positive interaction. For example, practitioners encourage children to use pens to draw their own faces, promoting their physical and social skills. Children identify the shapes they are drawing, such as, a circle

and they receive lots of praise for their efforts. Children happily talk about family members who are not present. For instance, they tell practitioners about their siblings and family outings. Paintings that children have completed form attractive displays around the nursery to inform parents about the activities that take place, and how they develop and contribute to children's learning. Children thoroughly enjoy the time they spend at the pre-school and they are excited and motivated to learn. Consequently, all children, including the two-year-old children, who attend the pre-school, make good progress in their learning and development.

Practitioner have high expectations for children. As children grow in confidence and ability within the three prime areas, they use their thorough understanding of how children develop to place an equal focus on all seven areas of learning. However, children who prefer to learn in different ways, such as, actively outside, do not always have access to resources and activities, which foster their numeracy and literacy skills. Practitioners communicate with children throughout the day, asking questions, posing tasks and providing challenges for children. However, at times some practitioners do not ask enough open questions and can be too eager to answer their own question. This does not leave enough time for children to consider and verbalise their own response. Children learn about numbers, shape and measure through play opportunities around the pre-school. For example, as they fill up different sized pots with water, they decide whether to fill them 'right to the top or half way', or as they count the number of people they are filling the teacups up for during water role-play. As a result, children are fully equipped with a range of skills in readiness for their next steps in their education.

Partnerships with parents are well promoted because the practitioners actively encourage them to be involved in their child's learning. A wide range of information is gathered from parents at the children's first visit, which enables them to settle quickly. Children's ongoing progress and development is effectively shared with parents on a daily basis. Progress checks for children aged between two and three years to plan for the next steps in their learning have been completed. Parents are also supported in extending children's learning at home. Parents are very complimentary about the pre-school and the impact it has had on their child's good development. These effective partnerships are enabling children to make good progress because of consistency and coherence.

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

A well-established and effective key-person system is in place throughout the pre-school. Practitioners get to know children and their families extremely well. They develop a deep appreciation of children's backgrounds, strengths and interests, which enables them to support and promote children's well-being to a high standard. This helps children to form secure emotional attachments and provides parents with a familiar person with whom to share information with regarding their child. Settling-in visits are flexible and take account of children's individual needs. This effectively promotes children's personal, social and emotional development. In addition, practitioners work closely with the host school, to ensure they provide the support children need as they embrace their future learning. Children's emotional development is continually promoted as they develop secure, trusting relationships with practitioners. This enables them to feel safe and secure within the pre-

school.

The learning environment for children is safe, clean, welcoming and very calm. Children behave very well for their ages and stages of development. Practitioners are positive role models for children and they ensure routines and boundaries are consistent, so that children know what is expected of them. Through every day routines and play, they encourage children to share and take turns. If an incident arises, practitioners deal with it in a positive way and they encourage the children to say sorry for their actions. This supports children in having cooperative and harmonious relationships with their peers. The children have a good understanding of ways in which they can keep themselves safe. They take part in fire evacuation practices and they know to listen to practitioners and keep their shoes on in case they step on toys and hurt themselves.

Children develop a secure understanding of the importance of living a healthy lifestyle. Practitioners have a good knowledge of health and nutrition for young children. They ensure they combine their dietary likes with their nutritional needs for growth and development. Snack time is a social occasion, which the children benefit from greatly by sitting at the table and chatting about food. Children are supported to serve their own food from dishes and are taught how to hold cutlery correctly. As a result, independence skills are promoted exceptionally well. Thorough hygiene practices are in place for all children to minimise the risk of cross-infection. These include hand washing before snack time and after playing outside. Children use the outdoor environment throughout the year to enjoy water play, and being very active on ride on toys and scooters. This means children learn that outdoor play is not just an activity for fair weather, and as a result, they benefit from lots of fresh air and exercise.

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

The pre-school is led by an enthusiastic committee, manager and practitioner team, who are fully committed to providing good quality care and education for children. They are well qualified. This has a positive impact on their knowledge and understanding of the Early Years Foundation Stage. Practitioners understand their responsibilities to safeguard children. They capably describe procedures that they would follow to protect children from harm or neglect, should a concern be raised. All documentation related to safeguarding and welfare requirements is completed to a high standard to support the safe and effective running of the pre-school. Comprehensive policies and procedures to promote children's health, safety and welfare are fully in place and are effectively implemented. For example, robust risk assessments of the premises, outings and resources are in place and appropriate steps are taken to minimise any identified hazards. Recruitment and vetting procedures are robust and all practitioners and committee members undergo checks to ensure they are safe and suitable to work with children. They are vigilant about the security of the premises and check all visitors' identity before allowing entry. Practitioners monitor accidents; they keep accurate records and effectively share this information with parents. As a result, children are kept safe.

The manager regularly monitors the planning and delivery of the educational programmes

to ensure that children are provided with interesting and enjoyable activities and resources. This provides children with challenge, and supports them to make progress across all areas. Practitioners constantly evaluate the learning environment and look at how they can enrich the experiences for children. The monitoring of all aspects of practice to inform continuous improvement is comprehensive. This includes the educational programmes to ensure they have sufficient depth, breadth and challenge and reflect the interests of the children, together with an assessment of the quality of teaching and learning overall. As a result, children are supported well with appropriate intervention, to help ensure they reach their expected levels of development. The management support practitioners' practice through regular team meetings, supervisions and appraisals. They are given good support and encouragement to develop their professional knowledge through training. New practitioners benefit from a full induction, which ensures they are quickly aware of the routines, policies and procedures. Relevant policies and procedures are in line with current requirements. The manager has created a comprehensive self-improvement action plan to keep driving the already good provision forward. Since the last inspection by Ofsted, there have been improvements to the recording of risk assessments. In addition, completed risk assessments clearly state when they were carried out and any action taken following a review or an incident.

Partnerships with parents are well established, ensuring children's development is successfully enhanced, while meeting their needs and supporting smooth transitions to nursery or school. Parents can exchange information about their children with practitioners daily. They talk about children's progress when dropping off and collecting their children. Practitioners have a comprehensive understanding of their responsibility to work in partnership with other childcare providers and professionals to increase learning opportunities for children. They have established effective links with host school to support all children to ensure their continuity of care and learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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. 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	206806
Local authority	Derbyshire
Inspection number	871140
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	16
Number of children on roll	18
Name of provider	Langwith Bassett Pre-School Committee
Date of previous inspection	09/11/2010
Telephone number	01623 742236

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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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