

Longworth Pre-School

Longworth School, Longworth, Abingdon, Oxfordshire, OX13 5EU

Inspection date	19/11/2014
Previous inspection date	01/12/2010

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

- Children are motivated learners and progress well as a result of the good quality teaching.
- The close relationship between the pre-school and the school ensures children are extremely well supported as they move on.
- The staff work well together and create a friendly environment. This means families and children feel welcome and enjoy their time at the pre-school.
- The pre-school is well resourced and staff have a good understanding of how to create a stimulating learning environment.
- Effective self-evaluation accurately identifies areas for development and helps to develop a service that is continually improving outcomes for children.

It is not yet outstanding because

- Parents are not always aware of how to access information about their children's learning. This means they are not always fully aware of their child's progress in learning.
- Staff do not always support children to resolve conflicts. This means opportunities for children to develop skills in negotiation and communication is not fully developed.

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 at play, indoors and outdoors, and staff interactions with them.
- The inspector sampled documents including policies, registers, and records of children's learning.
- The inspector spoke to parents and took into account their views.
- The inspector spoke with the manager, staff and children at appropriate times throughout the inspection.
- The inspector and manager conducted a joint observation.

Inspector

Natasha Crellin

Full report

Information about the setting

Longworth Pre-School is run by a parent management committee. It opened in 1997 and operates from purpose-built premises in the grounds of Longworth Primary School, which is situated between Abingdon and Witney. The accommodation includes a large classroom, a small cloakroom, a kitchen and office, a store room and separate washrooms for children and staff. The building is wheelchair accessible. The pre-school is open during term times from 9am to 3pm. The children have access to a secure enclosed outdoor play area which they share with the school's Early Years Foundation Stage. There are currently 32 children on roll. The pre-school receives funding for the provision of free early education for children aged two, three and four. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language. The pre-school employs four staff, all of whom have relevant early years qualifications. The provision is registered 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:

- make sure all parents are able to access information about their children's learning, in both formal and informal ways.
- enhance children's independence, by teaching them skills to resolve minor conflicts.

Inspection judgements

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

Staff plan effectively to meet children's individual learning needs and as a result children make good progress. Staff know the children well and provide experiences that they enjoy and which offer a good level of challenge. Children benefit from many opportunities to make choices and decisions as they experience a good mix of free play and more structured activities. This helps them to learn through exploration and to become independent learners. Staff regularly observe children as they play and make good assessments of their progress. This information is available to parents, who can contribute information from home. However, some parents are unsure how to do this, and as a result are unclear of the progress their children are making. Appropriate arrangements are in place to complete the required progress checks for children aged two years.

Staff promote children's language development well through the use of specific strategies. For example, they understand the importance of using full sentences in order for children

to hear well-constructed language. This strategy is further supported as staff lower themselves to children's height, and look at their face as they speak to them. These strategies are supported through frequent use of open questions. This encourages children's thinking skills and staff know to allow children time to consider their reply before answering. Staff make good use of the outdoor area to support children's health and physical development. Children show increasing control of their body as they experiment with different ways of moving. For example, when playing hide and seek they squeeze into small spaces, and run and move at different speeds through the garden. Children have opportunities to engage with nature as they explore woodpiles, hunt for bugs and scoop autumn leaves into wheelbarrows.

Children's personal, social and emotional development is fostered well. Children are happy and confident and show sustained levels of interest and enjoyment in their chosen play. Children are well supported through the key person system, which ensures they have close bonds with staff. Parents report they are very happy with the care their children receive and have close relationships with their child's key person. The pre-school is fully inclusive and good arrangements are in place to support children with special educational needs and/or disabilities. One staff member takes responsibility in coordinating care and support for the children who need it, and she has had suitable training to support this role. The pre-school also works closely with other professionals who support children, such as speech therapists, ensuring their needs are met. Staff respect the religions, cultural backgrounds and home languages of all children and support children who speak English as an additional language.

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

Children behave very well in the pre-school and are developing good social skills. They are friendly, polite and confident. They respond very well to the caring interaction of staff who encourage them to be safe, reminding them to walk indoors. However, occasionally when children argue over toys, staff control the situation by removing the toy, rather than supporting the children to resolve the issue. As a result, children do not always develop the necessary skills to negotiate and resolve conflict. Overall, children get along very well together and demonstrate a good understanding of the routine and expectations of the pre-school. For example, children know they must wash their hands before snack time, and do this with minimal support.

There is an impressive range of toys and resources aimed at promoting all areas of children's learning and development. Children confidently explore the resources, choosing what they want to play with. For example, children have many opportunities to colour, draw and make marks with a large variety of resources such as chalk, pencils, markers and paintbrushes. This supports children's pre-writing skills.

Staff support children to learn the importance of following a healthy lifestyle. They enjoy nutritious snacks of fruit, milk and water and parents are encouraged to provide healthy lunch boxes. In response to feedback from parents, children may also enjoy hot dinners cooked in the school and brought over to them. Hygiene and food preparation

arrangements are effective and children are encouraged to develop personal hygiene routines. For example, children are supported to blow their own noses, and to access tissues independently.

Staff provide good support to prepare children emotionally for their move to school. Children visit the school to share stories on a weekly basis. This ensures children have formed positive relationships with school staff and are confident and relaxed about moving up to school when the time comes.

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

Good working relationships between the staff team create an efficient, harmonious environment. All staff fully understand their responsibility to promote children's learning and development. The manager closely monitors children's progress and the quality of teaching by the staff. Regular team meetings, one to one supervisions and appraisals ensure all staff deliver consistent practice. A robust training schedule ensures staff have opportunities to develop their interests and expertise and to gain qualifications.

The management and committee show commitment to improving the quality of their provision. There is a good focus on reflective practice and self-evaluation and they accurately identify the strengths of the pre-school, as well as areas for further development. They continually reflect on their practice and take on board the views of the parents, staff and children when setting targets for improvement. For example, parent's views are sought through questionnaires, as well as through face-to-face communication during regular meetings.

All staff make the safety of the children a priority. Staff supervise the gate and door and vigilantly approach people they do not recognise. Effective risk assessments are in place to ensure the children play in safe premises. Staff are trained in safeguarding and understand the procedures to follow if they are concerned about a child's welfare. A comprehensive set of policies and procedures underpin staff's knowledge and posters around the nursery remind parents of their commitment to support children's safety. As a result, all staff, including visiting students, have a clear understanding of their roles and responsibilities. Procedures to ensure the suitability of staff are robust. All staff are fully vetted and induction processes for new staff ensure they quickly understand their roles and responsibilities.

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. 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	133723
Local authority	Oxfordshire
Inspection number	839022
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	26
Number of children on roll	32
Name of provider	Longworth Pre School Committee
Date of previous inspection	01/12/2010
Telephone number	01865820179

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

