

Litlington Pre-school

Village Hall, Meeting Lane, Litlington, Royston, Hertfordshire, SG8 0QF



Inspection date	29 January 2015
Previous inspection date	2 February 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children are happy, self-assured and confident. They benefit from a motivated staff team who know the children well and provide good care and education.
- Children who attend other early years settings are very well supported, this is because staff share observations and assessments with other key people. This ensures continuity in children's already good learning.
- Staff support children well through the move to school. They invite teachers to visit the pre-school to observe the children in their, familiar environment. They also make photograph books of their new teachers and classrooms, this enables children to become familiar with their new environments.
- The outdoor area is effectively planned and consistently used, consequently, children who prefer to learn outdoors make good progress in all aspects of learning.
- The pre-school leader and staff are vigilant about children's safety. They implement robust procedures to keep children safe and provide a secure environment.
- The pre-school staff have effective partnerships with parents and grandparents, this is because they give them opportunities to be involved with the pre-school, such as playing the piano and helping in the kitchen.

It is not yet outstanding because:

- Children are not always provided with a wide range of opportunities and resources to develop their literacy skills to the highest level.
- On occasions, children are unable to complete tasks they have chosen to do, such as puzzles. This is because the resources are not always kept tidy during the session.

What the setting needs to do to improve further

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

- promote children's already good literacy skills even more, for example, by providing a wider range of resources, such as books, and giving children more opportunities to develop writing skills
- enhance the already good learning opportunities further, by ensuring all resources, such as puzzles are complete throughout the pre-school session.

Inspection activities

- The inspector observed activities in the inside and outside play areas. She also spoke to members of staff and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the pre-school leader.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and of the committee members, and a range of other documentation, including policies and procedures to safeguard children's welfare.

Inspector

Jill Hardaker

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Teaching and learning is good. Effective deployment of the staff enables them to be readily available to support children as they play. For example, as children blow bubbles outside the staff explain how the wind carries them into the air. Children look at how many bubbles they have made and compare size. Staff effectively support this interest, which promotes their mathematical development. However, on occasions, staff do not always provide a wide range of books or opportunities for children to write. As a result, they do not always promote children's literacy development to the highest level. Children enjoy painting and talk about what colours they are making as they mix paint together. However, at times, children are unable to complete tasks they have chosen to do, such as puzzles. This is because staff do not always tidy up the resources during the session. Consequently, on occasions children complain that they cannot finish puzzles. Observations and assessments are carried out regularly and staff have an accurate understanding of what children can do and how to plan for the next steps in their learning.

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

Children are happy and enjoy their time at pre-school. Staff promote children's confidence and physical development well as children play in the good outdoor area. For example, children carefully walk on the balance beam and enjoy jumping in and out of tyres. Children learn appropriate hygiene practices through the daily routine. They know what food helps them to stay healthy. This is because they have opportunities to grow, gather, eat and talk about the vegetables from the pre-school garden. All staff are good role models. They talk to children about what is right and wrong and praise positive behaviour. This supports their emotional well-being. Children play together well and firm, caring friendships are being made. For example, the older children help the younger ones to put on their coats, and children lend their gloves to their friends because their hands are cold. Parents speak positively about the staff as they create a caring nurturing environment for their children.

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

The staff and associated committee demonstrate a clear understanding of the requirements of the Early Years Foundation Stage. The safeguarding procedures are well known. Staff are aware of and understand their responsibility to report any concerns they have about children. Therefore, children are safeguarded well and are secure in the pre-school. The monitoring of the range of activities and the quality of teaching is good and so practice across the nursery is consistent. Staff have effective and regular supervisions and attend relevant training. They continue to develop their knowledge and understanding through undertaking appropriate early years qualifications. Parents and children give feedback on the pre-school through questionnaires. This ensures that their views are taken into consideration as the staff effectively evaluate the pre-school provision. This demonstrates the staffs' commitment to further improve their already good practice.

Setting details

Unique reference number	221801
Local authority	Cambridgeshire
Inspection number	865976
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	30
Name of provider	Litlington Pre-school Committee
Date of previous inspection	2 February 2010
Telephone number	07984 935193

Litlington Pre-School was registered in 1985 and is managed by a voluntary committee. It is situated in Litlington, Cambridgeshire. The pre-school employs seven members of staff. Of these, six hold appropriate early years qualifications. The pre-school opens each weekday during term time. Sessions are from 9.15am until 12.15pm on Monday until Thursday, with a lunch club every, Monday, Wednesday and Thursday between 12.15pm to 1pm. On Friday the session is from 11.45am until 2.45pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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