

Longdon Pre-School

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



Inspection date

13 February 2015

Previous inspection date

13 June 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- All children are provided with a wide range of planned activities. These activities are differentiated in order to support and extend learning for the older children. Children with special educational needs are well supported by staff.
- Staff are well-qualified. They demonstrate a sound understanding of how children learn and use a variety of effective teaching strategies. Children make good progress in their learning and development.
- Children are enthusiastic and happy in this warm and friendly pre-school. They are well behaved and respond positively to the clear routines and boundaries.
- Leaders and managers ensure children are kept safe. All staff are checked for their suitability to work with children. There are robust induction procedures to make sure staff know and understand the setting's policies and procedures. All staff receive regular training in safeguarding and child protection, and consequently know how to protect children from possible harm or abuse.
- Observations by staff and information gathered from parents on a regular basis provide accurate assessments of what children can do and what they need to do next. The progress of individual children is regularly recorded. There is a good sharing of information with parents in order to continue children's learning at home.

It is not yet outstanding because:

- Strategies to support children to develop their early reading and writing skills are not always tailored precisely enough to children's stage of development.
- Leaders and managers do not use the information gathered from the assessment of individual children's progress to establish an overview of the success of teaching in each area of learning.

What the setting needs to do to improve further

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

- ensure all activities to teach early literacy skills are appropriate for the children's age and stage of development and help them to discriminate between different sounds, gain an understanding of rhyme and link sounds to letters
- use the information gained from monitoring individual children's progress to establish a better overview of how effective teaching is within each area of learning so that support is even more precisely focused.

Inspection activities

- The inspector observed activities in both rooms and in the outdoor area.
- The inspector looked at samples of children's records and planning documentation. She also looked at policies and procedures to safeguard children's welfare and a range of other documentation.
- The inspector carried out a joint observation with the manager.
- The inspector checked for suitability and qualifications of the staff working with the children.
- The inspector spoke to staff throughout the inspection and held a meeting with the manager and deputy manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Dawn Robinson

Inspection findings

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

Interactions between the staff and children are good. Staff join children in their play and extend their learning through skilful questioning. Children are able to play together and choose from a broad range of easily accessible resources. The resources and activities cover the seven areas of learning. There are times during the session when activities are differentiated. This supports the needs of the older and younger children providing activities more suited to their age and ability. For example, the children preparing for school learn to sit in larger groups to listen to a story. Older children have opportunities to develop specific skills ready for school. They learn to listen carefully to different sounds and to link sounds to letters. Children learn to write the corresponding letter using the correct formation. However, sometimes activities to develop children's early reading and writing skills are not focused sharply enough on their needs and do not have sufficient emphasis on understanding rhyme, distinguishing between different sounds and applying their knowledge through practical activities.

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

Children are confident and motivated to learn. They eagerly explore the box of resources containing equipment to support scientific investigation. Children look through prisms and use magnifying glasses to investigate the eggs on the bark and the ridges on the pine cones. They develop their independence as they learn to take themselves to the toilet. Children understand why they need to wash their hands. Snack time supports children in their preparation for school as they go up to the table to collect their plate and cup, serve their own fruit and pour their own drinks. Staff talk to the children about their interests and encourage them to socialise with each other. Children have regular opportunities for physical exercise in the well-resourced outdoor area. They run around during a treasure hunt to find hearts of different sizes and record how many hearts they have found. As a result, children's health is well-promoted.

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

Systems are in place to monitor the progress of children and the coverage of the areas of learning. However, the information gathered is not yet clearly analysed to ensure all aspects of the areas of learning are implemented as effectively as possible. Children with special educational needs and/or disabilities are identified and provided with very good support. The pre-school actively works with parents and outside agencies to ensure children's needs are met. Links with other settings and schools have been established and there is a good sharing of information. The manager and her deputy are very driven and continually seek to improve the setting. They take into account the views of everyone involved in the pre-school. There are several action plans which target areas to develop. Regular appraisals of staff performance identify training needs. All staff have completed statutory training and they have identified areas of the curriculum for further development, such as encouraging boys to write.

Setting details

Unique reference number	218186
Local authority	Staffordshire
Inspection number	980246
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	28
Name of provider	Longdon Pre-School Group Committee
Date of previous inspection	13 June 2014
Telephone number	01543 473510

Longdon pre-school was registered in 1992. It employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3, and two at level 5. The pre-school opens Tuesday to Friday term time only. Sessions are from 9.15am to 12.15pm. It provides funded early education for two-, three- and four-year-old children.

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