

# Longwick Pre School

Longwick Village Hall, The Green, Longwick, Princes Risborough, Buckinghamshire, HP27 9QY



## Inspection date

18 June 2015

Previous inspection date

12 December 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff effectively use observations and assessments regularly to help to monitor children's progress. As a result, children make good progress in their learning.
- Staff provide a wide range of resources to promote all areas of development. This helps children to make their own choices and they continue to learn in their preferred play.
- Staff use several effective approaches to help to engage parents in their children's progress and next steps in learning, to promote a joined-up approach to their care and learning.
- The key-person system is well established. Staff form strong bonds with children and they arrive and settle into activities confidently.
- Staff promote children's healthy lifestyles well. They use daily routines, such as snack times, to teach children about the effects of healthy eating on our bodies.
- The management team uses a variety of good strategies to continuously evaluate the provision. This helps to drive improvement and outcomes for children.

### It is not yet outstanding because:

- Staff lead whole group sessions; however, at times, these are for long periods which result in children becoming less engaged in these activities as they are in other activities.
- Some staff do not always consistently use good questioning techniques to encourage children to share their own thoughts and knowledge, particularly during outside play.

## What the setting needs to do to improve further

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

- review the timings and size of group times to help children to remain as consistently engaged in these as they are in other activities
- extend children's learning further by enhancing the consistency in the quality of questioning staff use, particularly outside, to encourage children to share their thoughts and knowledge.

### Inspection activities

- The inspector observed children's activities indoors and outdoors.
- The inspector undertook a joint observation with the manager.
- The inspector had discussions with the children, staff and the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection and through written feedback.
- The inspector looked at a range of relevant documentation relating to safeguarding, suitability records, policies and procedures, and learning and development.

### Inspector

Helen Harnew

## Inspection findings

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

The quality of teaching is good. Children make good progress towards all areas of learning, given their starting points. Staff follow children's interest well by adapting activities for individual children. They plan the inside and outside environments to be used flexibly, to encourage children to choose the play they prefer. Outside, children access plenty of materials and tools to create models and artwork. Additionally, children learn to balance as they move and coordinate their bodies well. Staff provide resources, such as computers and keyboards, and children develop a good understanding of how to use technology. Staff invite parents to attend regular meetings to discuss their children's progress between the home and preschool.

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

Staff provide a welcoming and stimulating environment for children to explore. They use lots of opportunities to help children learn how to begin to manage their own feelings and behaviours. Children develop their independence skills and gain a good understanding of keeping safe. Staff constantly offer chances for them to try things for themselves. For example, they show children how to use tools safely, such as safety knives, as children cut up their own fruit. Staff have a strong knowledge and understanding of safeguarding practices. They fully understand the correct procedures to follow in the event of a concern for a child. Staff promote children's physical health by providing regular exercise in the outdoor area. They meet with other professionals, such as reception teachers, regularly to share information about children's progress. Staff invite them to the setting and take children on visits to the local school. This helps prepare children for their move to school.

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

The manager has a strong understanding of the requirements of the Early Years Foundation Stage. There are a range of policies and procedures in place, such as those relating to safeguarding, confidentiality and complaints, that all staff and committee members are aware of and follow. She carries out ongoing supervision of staff to enhance their teaching skills and identify any further training needs. For example, staff attend training to help improve children's communication and language skills. As a result, most children are confident speakers and communicators for their age and abilities. The manager follows the robust recruitment and vetting systems to help check the suitability of staff. The manager and staff use effective systems, such as daily risk assessments, to help to ensure that the environment is safe and secure at all times. This helps to minimise risks to children. The manager is currently enhancing monitoring processes and plans to use these evaluations to effectively identify any gaps in learning and training needs.

## Setting details

<b>Unique reference number</b>	140864
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	841446
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	32
<b>Name of provider</b>	Longwick Pre-School Committee
<b>Date of previous inspection</b>	12 December 2011
<b>Telephone number</b>	01844 342562

Longwick Pre School registered in 1990 and is situated in the village of Longwick, between Princes Risborough and Thame, Buckinghamshire. It is open on Mondays, Wednesdays and Thursdays from 9am and 3pm, and on Tuesdays and Fridays from 9am to 12pm, during term time only. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years old. There are seven members of staff employed who work with children; of these, five have relevant childcare qualifications between level 2 and level 5.

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