

# Longtown Pre-School

Longtown, Hereford, Herefordshire, HR2 0LE



## Inspection date

14 July 2015

Previous inspection date

15 July 2010

<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

- The quality of teaching is good. Staff provide children with a wealth of opportunities, both indoors and outside, to develop their skills across all areas of learning.
- Staff are particularly skilled at using questions which allow children time to think and respond. This helps children to develop good communication and language skills. They are articulate and confident during their play and interactions with staff and visitors.
- Staff work extremely well together. They provide a relaxed, fun and homely environment where each child is respected and valued.
- Children have strong attachments to the kind and caring staff and are confident to seek support from them when required. This means children's individual needs are well met and they feel secure in the staff's care.
- Relationships with parents are effective. This supports children's learning and development well. Staff regularly share information about children's progress and suggest ideas about how their learning can be further enhanced at home.
- Children are protected from harm. Safeguarding practice is regularly discussed and policies and procedures are implemented well.

### It is not yet outstanding because:

- Staff do not make the most of opportunities to raise children's awareness of the benefits of healthy lifestyles.
- Staff do not make sure that all areas of the pre-school are well organised so children can concentrate on their chosen activity.

## What the setting needs to do to improve further

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

- extend opportunities for children to understand that good practice with regard to healthy eating can contribute to good health
- ensure that effective organisation supports children to sustain interest and focus on their chosen activities.

### Inspection activities

- The inspector had a tour of the pre-school with the manager.
- The inspector observed teaching and learning activities in the indoor and outdoor learning environment
- The inspector looked at a sample of policies, children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children and the pre-school's self-evaluation form.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

### Inspector

Tina Smith

## Inspection findings

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

Children enjoy their time at the pre-school and are eager to learn. Staff plan challenging activities based on an accurate assessment of what children know and can do. They identify children's individual learning styles and plan what they need to learn next. This helps all children to make good progress. Children use their imagination and extend their own learning well. For example, outside they place tyres onto the climbing apparatus to make a tractor. Children are focused and engaged during adult-led activities, such as music and movement. Staff and children enthusiastically dance and imitate animals. Younger children enjoy small-group activities as they play matching games. However, on occasions, children lose interest in their play. This is because some areas of the room are not well organised. For instance, children engage in imaginary play but are distracted by toys stored in this area. Children enjoy conversations with each other as they discuss what they are making from play dough. Staff make good use of opportunities to promote children's mathematical skills with discussions about pattern, shape and size.

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

Parents are very happy with the welcoming and homely feel of the pre-school. The parents board displays lots of information and staff are available to answer any questions. Children are confident and happy. There are effective settling-in procedures. Children attend stay and play sessions where they become familiar with the environment and staff. Staff model good social behaviours. They remind children to use good manners and to share with others. The pre-school provides cooked meals and healthy snacks. However, staff do not make the most of opportunities, such as mealtimes, to talk to children about a healthy diet. Children enjoy lots of fresh air in an interesting outdoor area. They delight in splashing and making dams in the water tray. Children love to go on woodland walks where they search for bugs and make marks by rubbing the bark on trees.

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

The manager is a strong leader who has a very good knowledge of the Early Years Foundation Stage. Staff's professional development is supported well. They have good opportunities to complete training to further enhance their already good knowledge. The manager works alongside her team on a daily basis and so is able to effectively monitor children's progress and the quality of teaching. This has a positive impact on children's learning and well-being. Partnerships with the on-site school are extremely good and children regularly participate in school activities. This helps to prepare them emotionally for the move to school when the time comes. Systems for evaluating what is working and what needs to improve are good.

## Setting details

<b>Unique reference number</b>	223556
<b>Local authority</b>	Herefordshire
<b>Inspection number</b>	864298
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	20
<b>Number of children on roll</b>	27
<b>Name of provider</b>	Longtown Pre School Committee
<b>Date of previous inspection</b>	15 July 2010
<b>Telephone number</b>	01873 860 560

Longtown Pre-School was registered in the 1992. The pre-school employs six members of staff. Of these, the manager holds Early Years Professional status, one member of staff is a qualified teacher and three hold appropriate early years qualifications at level 2 or 3. The pre-school opens Monday, Tuesday, Thursday and Friday during term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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