

Langtoft Pre-School

The Sports Pavillion, Manor Close, Langtoft, Peterborough, Cambridgeshire, PE6 9NB



Inspection date	1 October 2015
Previous inspection date	4 February 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- All staff are aware of their responsibilities to protect children from harm. Safeguarding is underpinned by knowledgeable staff who demonstrate effective practice.
- Children are happy and settle quickly, developing positive relationships with each other and members of staff. They build good levels of self-confidence and develop a positive sense of emotional well-being to support their learning.
- Children are well prepared for school routines, develop good listening and attention skills, and are confident and self-assured.
- Children make good progress from their starting points. All achieve at least expected levels of development in all areas of learning by the time they are ready for school.

It is not yet outstanding because:

- Parents are not routinely involved in evaluating the setting to drive up standards and support the momentum of improvement.
- Staff do not sufficiently identify detailed learning and assessment opportunities for adult-led activities.

What the setting needs to do to improve further

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

- extend parental involvement in evaluating the setting to further drive up standards
- ensure the planning of adult-led activities systematically identifies specific learning and assessment opportunities, maximising chances to support children's development and next steps in learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. He looked at relevant documentation, such as the pre-school self-evaluation form and evidence of the suitability of staff working in the setting.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Peter Towner

Inspection findings

Effectiveness of the leadership and management is good

The manager and staff use their knowledge of the Early Years Foundation Stage well to meet the needs and interests of children. Safeguarding is effective. Training is timely to ensure child protection, food hygiene and first-aid skills are up to date. The manager regularly monitors the performance of staff offering coaching and guidance to maintain good practice. Opportunities for professional development are good and focus on priorities that enable all children to make positive progress over time. The development of each child is closely monitored particularly in speech and language. As a result, staff quickly identify gaps in learning. Self-evaluation is broadly accurate. However, parents are not sufficiently contributing to this process to further drive up standards.

Quality of teaching, learning and assessment is good

Staff are well qualified and understand how children learn best. The key-person system works well and children settle quickly into the setting. The six week assessment period ensures children's learning builds on what they already know and can do well. As a result, children soon gain confidence to explore both indoor and outdoor activities. Teaching is good because an appropriate balance between child-initiated and adult-led play reinforces their development. Assessment of need is thorough. Staff skilfully promote communication and language to meet the needs and interest of children. However, the planning of adult-led activities is not made in sufficient detail to identify specific opportunities for learning and assessment. This, for example, results in staff missing opportunities to explore shapes and reinforce the language of mathematics. Children effectively learn about people beyond their immediate community through resources that positively represent society.

Personal development, behaviour and welfare are good

Children are very happy and content in this friendly stimulating pre-school. They are keen learners and build positive relationships with staff and each other. The outdoor play area successfully provides a range of different physical activities to support independent, confident children. All children behave well. They work in harmony, keep themselves safe and healthy and show respect towards other's differences. Children have healthy snacks and practise good hygiene routines. Staff build effective links with parents and local schools and this positively supports children's readiness for school.

Outcomes for children are good

All children are progressing well in their learning and development including those who receive funded early education. They comfortably achieve at least typical progress in relation to their starting points and any gaps in learning are quickly addressed. Parents believe their children develop good links with local schools, which helps to support their next steps in learning.

Setting details

Unique reference number	253771
Local authority	Lincolnshire
Inspection number	854834
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	36
Number of children on roll	25
Name of provider	Langtoft Pre-School Committee
Date of previous inspection	4 February 2011
Telephone number	07852 834700

Langtoft Pre-School registered in 1975 and is run by a voluntary management committee. It operates from facilities at Langtoft sports pavilion which is adjacent to Langtoft Primary School in Langtoft. The setting is open on Thursday from 8.45am to 11.45am and on Tuesday, Wednesday and Friday from 8.45am to 2.45pm. The setting also runs a breakfast session on Tuesday mornings from 8am to 8.45am. The setting is open during school term times only. The setting receives funding for early years education for two-, three- and four-year-old children. It supports disabled children and those with special educational needs. There are five members of staff who work directly with the children. Of these, three hold a qualification at level 3 in early years, one holds a qualification at level 2 and the manager holds a qualification at level 4.

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