

Longham Community Pre-School

United Reformed Church, Ham Lane, Longham, Ferndown, Dorset, BH22 9DP



Inspection date

23 November 2015

Previous inspection date

2 March 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

- Staff have good partnerships with parents and other professionals involved in children's care. They work together to promote continuity and consistency in children's care and learning. This helps them to meet all children's needs.
- The new manager uses effective methods for monitoring children's progress and teaching strategies. This helps to ensure that all children make good progress from their starting points. Staff quickly identify any gaps in children's learning and introduce plans to address these.
- Staff have a very good understanding of the procedure to follow if they have a safeguarding concern. They attend training and share knowledge and awareness of safeguarding strategies at regular staff meetings. All staff are aware of their role and responsibility in keeping children safe from harm.
- Staff provide good experiences that help to increase children's knowledge of diversity and similarities and differences in communities.
- Staff get to know children well and focus on their individual needs. Children respond well, displaying enthusiasm and a motivation to learn.

It is not yet outstanding because:

- Sometimes, staff complete tasks without encouraging children to extend their skills and attempt them first.
- Not all staff extend children's learning fully and encourage them to think for themselves.

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 fully develop their independence skills, particularly during creative activities
- extend all staff's skills in helping children to think about what they are doing and solve problems for themselves.

Inspection activities

- The inspector observed the children during activities inside and outside.
- The inspector carried out a joint observation with the deputy.
- The inspector sampled a range of paperwork including policies, risk assessments, children's progress records, the self-evaluation document and staff files.
- The inspector gathered the views of parents from discussion and questionnaire evidence.
- The inspector discussed the provision with the manager, staff and the children at appropriate times during the inspection.

Inspector

Shirelle Norris

Inspection findings

Effectiveness of the leadership and management is good

The manager and committee offer staff support through regular meetings. This contributes to improving teaching practices to ensure children achieve good outcomes. Staff work together to identify and reflect on the provision. They use their findings to make development plans for the future. A qualified teacher supports the team well, sharing her training and influencing practice. Management and staff implement rigorous policies and procedures. They share these with parents so that they are fully aware of everyone's role and responsibility towards children. This helps to ensure that children are safe. Safeguarding is effective. Observation and assessment focus on individual development. Staff involve parents closely, and good relationships mean that parents know how to help their children at home.

Quality of teaching, learning and assessment is good

The quality of teaching and learning is good. Children enjoy accessing a good range of resources and use these well as they develop good skills for the future. Children enjoy looking at books and listening to stories. They eagerly anticipate familiar parts of the story and respond to what they hear with comments and questions. Staff strengthen children's developing vocabulary by introducing new words during play. This helps children to learn good early literacy skills for starting school. Staff help children learn about their community and the world around them through a wide range of activities. This helps them to develop a broad outlook and understanding of the wider world.

Personal development, behaviour and welfare are good

Children are extremely happy and confident, and settle well in the pre-school. Strong key-person relationships ensure that children develop secure emotional attachments with staff and their friends. Children manage risks independently and demonstrate a very good understanding of how to keep themselves safe during play. Children behave well because staff are consistent in helping them to understand the boundaries. Children benefit from eating nutritious food, which helps promote conversations and learning about healthy lifestyles. Children develop an understanding of the daily routines because staff inform them about what is happening next. This supports their emotional and physical well-being effectively.

Outcomes for children are good

Children are curious and active learners who know that staff value their views and feelings. This helps them develop self-assurance and boosts their motivation to learn. Children learn to value others. This helps them develop a positive foundation for life.

Setting details

Unique reference number	144293
Local authority	Dorset
Inspection number	825848
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	22
Name of provider	Longham Community Preschool Committee
Date of previous inspection	2 March 2011
Telephone number	01202 572210

Longham Community Pre-school is a committee run setting. It registered in 1976 and is situated between Wimborne and Ferndown. The pre-school is open each weekday during term time from 8.55am to 11.55am and from 12.30pm to 3.30pm, according to demand. There are six members of staff; one holds Qualified Teacher Status, two staff members have relevant childcare qualifications, and the other staff are working towards these.

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