

Long Itchington Pre-School Limited



Long Itchington C of E Primary School, Stockton Road, Long Itchington, SOUTHAM, Warwickshire, CV47 9QP

Inspection date	15 September 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Managers demonstrate passion and drive, striving to continually improve the provision and outcomes for children. Together with staff, they evaluate practice, identify priorities for development and successfully implement improvement plans.
- Staff get to know children's individual personalities, interests and developmental needs well. They use their observations and assessments effectively to identify what children need to learn next and to plan ways to help them make good progress.
- Strong focus is given to helping children build good relationships with staff and one another and to fostering children's development of confidence and self-assurance.
- Partnerships with parents are good and information is shared effectively. Parents find staff to be approachable and supportive of their children's individual needs. Staff keep parents informed about their children's progress and involved in their learning.
- The pre-school has very strong links with the primary school in which it is situated. Children share an outdoor learning area with the Reception class and visit the classroom prior to starting school. This enables them to become familiar with school staff and the environment, and helps to prepare them emotionally for the transition.

It is not yet outstanding because:

- Arrangements for staff supervision and performance management are not yet sharply focused on raising the quality of teaching to the highest levels.
- Staff occasionally miss opportunities to rephrase questions to help children express their thoughts, and sometimes do not give them enough time to think and respond.

What the setting needs to do to improve further

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

- build on current systems for staff supervision and performance management, focusing even more sharply on continuing to raise the quality of teaching
- enhance questioning skills, giving children time to think and respond to questions and consistently encouraging them to express their thoughts and ideas.

Inspection activities

- The inspector viewed all areas of the premises used by the pre-school.
- 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 and nominated person. The inspector looked at relevant documentation, such as the pre-school's self-evaluation and improvement planning, and checked evidence of the suitability of staff working in the pre-school.
- The inspector spoke with the staff and children at appropriate times during the inspection. The inspector spoke to a small number of parents and took account of their views.

Inspector

Victoria Mulholland

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Robust systems for the recruitment, vetting and induction of new staff help to ensure they are suitable for their roles and understand their responsibilities. Staff have a good awareness of the possible indicators of abuse and are confident of the procedures to follow if they have any concerns about a child's welfare. The manager closely monitors children's progress and identifies any areas that require more focus, using this information to inform ongoing planning. Effective partnerships with other professionals help staff to support children who have special educational needs or disability. Managers act on feedback from parents, ensuring that their views influence and are incorporated into plans for further improvement. Unqualified staff are supported to gain a relevant formal qualification, which impacts positively on practice and outcomes for children.

Quality of teaching, learning and assessment is good

Children access a broad range of activities and resources. They have good opportunities to continue their learning outdoors and use equipment in their own ways to support their learning. Staff understand how children learn through play. They are highly responsive to children's lead, skilfully building on their learning during spontaneous activities. For example, as children roll cars down a cardboard tube, staff talk with them about how far the cars roll and which one goes furthest. Some children pick cardboard tubes up and use them to talk and listen to one another. Staff use this as an opportunity to help them listen to how the tube changes and amplifies their voices. Other children put tubes between their legs and pretend that they are riding horses. Staff foster this imaginative play, encouraging them to give their horses a name. Staff engage children in conversations and involve them in counting and comparing quantities and in talking about size and shape.

Personal development, behaviour and welfare are good

Key persons work closely with parents, sensitively tailoring induction to help children settle in. The friendly and caring staff are good role models and give children clear guidance about expectations for their behaviour. They praise positive behaviour and teach children about reasons behind rules, such as why it is important to walk indoors. Children have lots of opportunities to develop independence and manage appropriate tasks for themselves. For example, they self-register on arrival and for snack. They pour their own drinks, wash their dishes after a snack and help to tidy away resources. Children are given a strong message that their views are important and valued. For instance, staff involve them in voting for a book to read at story time. Staff promote children's good health and physical well-being, and help them to develop an understanding of healthy lifestyles.

Outcomes for children are good

All children make good progress in relation to their starting points. Appropriate support is given to children requiring specific help, enabling gaps in learning to be closed. Children develop key skills in readiness for starting school. They are keen learners and follow instructions well. They learn about how sounds link with letters, recognise their names in

print and begin to write their own names. They count, compare size, and identify numbers and shapes.

Setting details

Unique reference number	EY480886
Local authority	Warwickshire
Inspection number	997560
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	25
Name of registered person	Long Itchington Pre-school Limited
Registered person unique reference number	RP533914
Date of previous inspection	Not applicable
Telephone number	01926 811400

Long Itchington Pre-School Limited was registered in 2014. The pre-school employs five members of childcare staff, three of whom hold appropriate early years qualifications at levels 3 or 5. The pre-school opens from 9am until 3pm, Monday to Thursday and from 9am until midday on Friday, during term time. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who have special educational needs or disability.

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