

# Longthorpe Preschool

The Village Hall, 295 Thorpe Road, PETERBOROUGH, PE3 6LU



## Inspection date

21 September 2016

Previous inspection date

7 December 2012

<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
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 are kind, caring and very attentive to children's individual needs. They provide valuable support to children who are new to the setting, providing them with comfort and reassurance as they settle.
- Children who have special educational needs or disability are supported very well in the setting. Key persons work closely with families and any other agencies involved to ensure there is a focused approach to children's care and learning.
- Children are enthusiastic and active learners. They are supported to make good progress as they engage in a range of stimulating learning opportunities. They are beginning to develop a strong curiosity that will support their future learning well.
- Partnerships with parents are good. Parents feel they are well informed about their children's progress. They know what their child needs to learn next and how they may support this at home. Parents receive information about the pre-school and activities through regular newsletters.
- Management and committee members work closely together to ensure children and their families benefit from a continually evolving provision. Key areas for improvement, such as building links with the local community, have been identified and implemented to help benefit children's experiences.

### It is not yet outstanding because:

- Effective systems to check the precise progress that different groups of children are making in the pre-school are not yet in place.

## What the setting needs to do to improve further

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

- sharpen the focus on checking the assessment of different groups of children to ensure they make the best progress possible in their 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 and overall manager. The inspector looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

### Inspector

Carly Mooney

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff demonstrate that they are confident to recognise signs and symptoms of abuse. They know how to report any concerns they may have about children in their care. Staff ensure they are aware of children's individual needs and family backgrounds to provide effective support. Recruitment procedures are robust. The manager monitors staff performance and a clear process for the supervision and appraisal of staff is in place. Peer observations support staff to evaluate their own practice. Staff are highly motivated to attend training that helps to enhance teaching skills and improve experiences for children.

### Quality of teaching, learning and assessment is good

Staff use their knowledge of the children, their interests and learning needs to provide activities that motivate them to learn. They effectively observe and assess children, so they can quickly identify areas for development and confidently shape children's future learning. Staff provide valuable support during activities and children welcome staff's interaction in their play. They are skilful at weaving mathematics into play and routine activities. Children cut their tomatoes in half and count orange segments. Staff extend children's learning as they introduce new words and simple calculation. For example, children are encouraged to count how many segments of orange they have left when they eat two. In the garden, children compare different sized snails they have found. Children's communication and language skills are supported well. During role play, staff ask questions to encourage children to think about what they are doing. Children learn about their local community. They make visits to the post office and church, and enjoy visits from police community support officers.

### Personal development, behaviour and welfare are good

Staff create a welcoming and friendly atmosphere. They greet each child and their parents warmly each day. Home visits are offered to all families before they start. This helps key persons to build trusting, secure relationships right from the beginning. The pre-school primarily cares for younger children, who if their parents wish, move to the sister pre-school for their final year. Secure systems support children's transitions at this time. Strong links have formed with all local schools. Staff are positive role models. They teach young children valuable skills, such as how to take turns in activities. The eldest children show kindness and consideration for others. They hold the hands of the youngest children to help them move around safely outside. Staff help children and families to develop an understanding of a healthy lifestyle. Nutritious snacks are provided and children are encouraged to try new foods. The premises are safe and secure, and children are well supervised at all times.

### Outcomes for children are good

Children make good progress from their individual starting points and are gaining skills for the next stage in their education. They are beginning to build close relationships with their peers and develop their independence through routine activities. Children display a positive and enthusiastic attitude towards learning.

## Setting details

<b>Unique reference number</b>	256784
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	1059482
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	Longthorpe Playgroup Committee
<b>Registered person unique reference number</b>	RP517192
<b>Date of previous inspection</b>	7 December 2012
<b>Telephone number</b>	07708 874469

Longthorpe Preschool was registered in 1994. The pre-school employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 2 to 3. The pre-school opens on a Tuesday, Wednesday and Thursday term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school cares for children who have special educational needs or disability.

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