

# Long Crendon Pre-School and Out of School Club



C/o Long Crendon School, Chilton Road, Long Crendon, Aylesbury, Buckinghamshire,  
HP18 9BZ

<b>Inspection date</b>	6 December 2016
Previous inspection date	14 November 2013

<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

- The recently appointed manager has already established good systems for reviewing and developing the quality of the provision, to drive improvement. For example, she has worked with other professionals to improve children's learning.
- Staff build on their assessments of children's progress to organise a broad range of experiences and activities to help them make further progress. Outcomes for children are good.
- Staff are especially effective at supporting the learning of children who prefer to play outdoors. They build on their developing interests and provide lots of challenging and stimulating experiences.
- Staff help children to develop a good understanding of the benefits of a healthy lifestyle. For example, children have plenty of opportunities to play energetically in the garden.
- Staff are calm and consistent as they help children to learn about acceptable behaviour.

### It is not yet outstanding because:

- The manager does not evaluate the quality of teaching more precisely, to fully support staff and help them to improve their performance even further.
- Staff do not take all opportunities to extend the progress of children who prefer to learn through activities that they choose themselves, to further develop their learning.

## What the setting needs to do to improve further

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

- provide staff with more focused support, to further develop the quality of their teaching and raise outcomes for children to a higher level
- make better use of opportunities to teach new skills to children who prefer to learn through less structured play experiences, to further extend their learning.

### Inspection activities

- The inspector observed children and staff indoors and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with parents and took account of their views.
- The inspector talked to staff about their understanding of safeguarding children and first aid.
- The inspector sampled documentation including staff qualifications, the children's records and the provider's policies.

### Inspector

Sarah Holley

## Inspection findings

### Effectiveness of the leadership and management is good

The manager effectively monitors children's progress and uses the information well to plan and move them forward in their learning. For example, she organises training for staff to improve their teaching skills. Staff have developed their understanding of how to teach letter sounds to older children, to build on this area of children's learning. Staff build good relationships with parents and make good use of these partnerships to further improve children's experiences. Safeguarding is effective. The provider takes the necessary steps to ensure the suitability of any adults employed to work with children. All staff understand their responsibility to safeguard children and know what steps they must take if they are concerned about a child's welfare.

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

Overall, staff make good use of their qualifications and knowledge to effectively support children's learning. They help children develop their physical skills. For example, they show children how to fold and cut paper as they enjoy creating snowflakes. They help children develop an understanding of mathematical ideas including shape and size. For example, they talk to children and use words, such as 'full' and 'empty', as children fill containers with flour and sand. They point out the different shapes and sizes of building blocks to reinforce children's understanding. Outdoors, staff join in enthusiastically with children's play. They build on their developing imaginations such as by helping them as they construct a fire station or hunt for pretend treasure.

### Personal development, behaviour and welfare are good

Staff meet children's physical and emotional needs well. Meals are varied and nutritious, and children enjoy the benefits of sociable mealtimes and staff eating their lunches with them. They show that they enjoy the food that is on offer. Children and their families meet the staff before children start attending for full sessions. Children show that they are happy and settled and enjoy their time at pre-school. Staff build on children's developing self-esteem, for example, by acknowledging when children have been helpful or kind.

### Outcomes for children are good

Children develop a good range of skills for their future learning including the move to school. They develop independence, for example, as they find their own aprons and wash their hands. Children learn that print carries meaning and form recognisable letters such as the letters in their names. Older children learn to distinguish between different letter sounds. All children learn about their own and other cultures. For example, they celebrate a range of festivals from around the world.

## Setting details

<b>Unique reference number</b>	509746
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	1061601
<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 - 7
<b>Total number of places</b>	40
<b>Number of children on roll</b>	91
<b>Name of registered person</b>	Long Crendon Pre-School and Out of School Club Committee
<b>Registered person unique reference number</b>	RP910869
<b>Date of previous inspection</b>	14 November 2013
<b>Telephone number</b>	01844 202 221

Long Crendon Pre-School and Out of School Club registered in 2006. The pre-school is open from 8.45am to 3pm on Monday to Friday during term time only. In addition, the out-of-school club provides care from 8am to 8.45am and 3pm to 6pm on Monday to Friday during term time only. The provider is in receipt of funding to provide free early years education to children aged two, three and four years. The provider employs 12 members of staff. The manager holds early years professional status and nine other members of staff hold relevant qualifications at level 3.

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