

# Longwick Preschool

Longwick Village Hall, The Green, Longwick, Princes Risborough, Buckinghamshire,  
HP27 9QY



## Inspection date

20 April 2017

Previous inspection date

18 June 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision is inadequate

- The provider has failed to inform Ofsted of changes to the committee, as required. This breach of requirements also applies to the Childcare Register.
- The provider does not follow appropriate procedures for recruitment or for assessing the ongoing suitability of staff. For example, those recruiting have not received the appropriate training and do not ensure staff know that they are expected to disclose anything that may affect their suitability, including disqualification.
- Arrangements for planning and the assessment of children's learning are not robust. Currently, it is difficult for staff to accurately determine whether children's progress is good enough.
- Staff do not receive adequate supervision to support them in their roles appropriately or to help them monitor and plan for children's learning and development.
- Leaders and managers do not evaluate the quality of provision accurately to identify all areas where improvement is needed.

### It has the following strengths

- The acting manager is working closely with the committee, which supports her in this new role. She has made some improvements to the environment that support children's health and well-being. Staff are committed to making further improvements.
- Children generally enjoy their play and have warm bonds with the staff. They behave well overall and understand the routines of the day.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ gain a secure knowledge of all changes that must be notified to Ofsted, in particular any changes to the committee, ensuring all relevant information is provided to Ofsted to enable the required suitability checks to be completed</li> </ul>	02/05/2017
<ul style="list-style-type: none"> <li>■ implement effective systems for recruitment and for ensuring the ongoing suitability of staff</li> </ul>	02/05/2017
<ul style="list-style-type: none"> <li>■ ensure all staff receive effective support and mentoring that accurately address their individual professional development needs, to improve the quality of teaching</li> </ul>	02/05/2017
<ul style="list-style-type: none"> <li>■ improve the procedures for the planning, assessment and monitoring of children's learning.</li> </ul>	02/05/2017

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

- implement effective arrangements to evaluate the strengths and weaknesses of the provision and identify areas where improvement is needed.

### Inspection activities

- This inspection took place as a result of the risk assessment process.
- The inspector met with the provider and a committee member. They spent time discussing recruitment arrangements. They spoke about how they evaluate the provision and develop staff practice.
- The inspector sampled documentation and children's records.
- The inspector met with the manager. They discussed how staff plan for children's learning and how they monitor the progress children make.
- The inspector observed staff's interactions with children during their play.

**Inspector**  
Aileen Finan

## Inspection findings

### **Effectiveness of the leadership and management is inadequate**

Safeguarding is ineffective. The provider and acting manager are not aware of all their responsibilities to monitor staff suitability and do not ensure staff obtain up-to-date knowledge of safeguarding. The provider has not informed Ofsted of recent changes to the committee, despite this being raised by Ofsted previously. All current committee members hold a Disclosure and Barring Service check and do not have unsupervised access to children. However, the provider has not provided Ofsted with all relevant information on the new committee members to complete their suitability checks, which is a breach of requirements. The acting manager is new to her role. She has made some improvements, include making safe the outdoor area and improving the toilets. Staff deployment is effective and staff follow the new, stronger risk assessment procedures. Partnerships with other professionals are established and staff understand how to work with others to support children who have special educational needs and/or disabilities.

### **Quality of teaching, learning and assessment requires improvement**

Generally, staff know the children well and have an appropriate understanding of the areas of learning. The acting manager conducts home visits and staff meet with parents to help them understand children's starting points. However, as assessments of children's progress are not consistently up to date or accurate, the manager is unable to monitor the success of educational programmes. Generally, staff interact appropriately with children and support them to engage in activities but, overall, the quality of teaching is too variable. Staff have some training opportunities. For example, the committee has arranged training to develop staff's skills in observation and assessment.

### **Personal development, behaviour and welfare require improvement**

Children play cooperatively in the welcoming environment. However, staff do not follow children's interests well to extend their learning. Staff support children to learn to keep safe, for example, they praise children who listen when reminded not to run indoors. Staff are starting to help children understand about respecting each other and in supporting their awareness of each other's differences. For example, they talk to children about sharing, listening to each other and being kind. Children have regular opportunities to play outdoors and for physical indoor play, such as using sit-on vehicles and tricycles.

### **Outcomes for children require improvement**

The progress children make in their learning is not consistently good enough. Children do not always show enough interest or enthusiasm for their activities, and sometimes become distracted, particularly during group activities. Nevertheless, all children develop some skills to prepare them for the next stages of learning. For example, they learn to use scissors and enjoy being creative and exploring their senses.

## Setting details

<b>Unique reference number</b>	140864
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	1096351
<b>Type of provision</b>	Full-time 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>	32
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	Longwick Pre-School Committee
<b>Registered person unique reference number</b>	RP906828
<b>Date of previous inspection</b>	18 June 2015
<b>Telephone number</b>	07919160198

Longwick Preschool registered in 1990. It is situated in the village of Longwick, between Princes Risborough and Thame, Buckinghamshire. The pre-school is open on Mondays, Wednesdays and Thursdays from 9am and 3pm, and on Tuesdays and Fridays from 9am to midday, during term time only. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. There are four staff; of these, three hold relevant childcare qualifications.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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