

Litlington Pre-school

Village Hall, Meeting Lane, Litlington, Royston, Hertfordshire, SG8 0QF



Inspection date	12 June 2017
Previous inspection date	29 January 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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 form very good partnerships with parents and involve them in every aspect of their children's learning. Parents receive detailed feedback about their children's good progress and the activities they have enjoyed. They describe the staff as 'amazing'.
- Staff plan stimulating activities that embrace children's interests. For example, children thoroughly enjoy using their vivid imagination to make mud pies outdoors. They discover that the consistency of the mud changes as they add more water.
- Children demonstrate that they feel relaxed and confident in this welcoming pre-school. They form warm and secure bonds with their key person and all members of staff. For instance, children sit close to them as they read them their favourite stories.
- The newly appointed leader and dedicated staff team continuously evaluate and reflect on their practice. Staff effectively use their individual qualities and interests to develop the pre-school further. For example, some staff with a keen interest in gardening have exciting plans to further enhance children's understanding of growth in the outdoor space.

It is not yet outstanding because:

- The current supervision arrangements are not yet thoroughly embedded to raise the quality of teaching to an even higher level.
- On occasion, staff do not fully promote all children's listening and speaking skills during large-group activities.

What the setting needs to do to improve further

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

- build on the existing arrangements for the supervision of staff to focus even more sharply on raising the professional development of staff to the highest level
- strengthen opportunities for all children to express their thoughts and listen to others during large-group activities.

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 spoke with staff and children during the inspection at appropriate times.
- The inspector completed a joint observation with the leader and reviewed how the pre-school reflects on the service it offers.
- The inspector held a meeting with the leader, deputy leader and chairperson of the committee. She looked at relevant documentation and evidence of the suitability of committee members and staff working in the pre-school.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Lorraine Pike

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are aware of the procedures for identifying and responding to any concerns about a child's welfare. Staff deploy themselves well in the indoor and outdoor environments to ensure that children remain in their sight at all times. Staff have good training opportunities to update their skills. Recent training has enhanced staff's knowledge of how to adjust their teaching to effectively support boys' learning. The leader thoroughly monitors children's progress. Swift action is taken to address any gaps in children's learning. Successful partnerships with staff at other provisions that children attend, and with teachers of the schools that children move on to, make a strong contribution to meeting children's continuing needs.

Quality of teaching, learning and assessment is good

Children are motivated and demonstrate a positive approach to learning. For example, they persevere using tweezers to pick up ice cubes. They discover how this becomes more challenging as the ice melts. Children demonstrate that they enjoy the freedom of choosing their preferred environment in which to play and learn. For example, in the outdoor area children are inquisitive and use magnifying glasses to hunt for bugs. They make predictions of what they might find underneath the large wooden logs and use mathematical language, such as 'large', 'small' and 'tiny', help to describe different bugs. Indoors, children concentrate for long periods of time as they carefully balance differently shaped foam blocks on top of each other to create complex structures.

Personal development, behaviour and welfare are good

Effective arrangements are in place to help children to feel comfortable and swiftly settle when they begin attending. Children positively benefit from staff being good role models. They behave well and develop secure and friendly relationships with each other. For example, they patiently wait their turn to fill up their watering can and share the cloth to wipe their chalkboard clean. Children learn how to protect themselves when playing outdoors in the sun. For instance, staff provide them with clear messages about the importance of wearing a sun hat. Children learn to assess risks for themselves as they negotiate equipment and large apparatus to develop their physical skills. For instance, they carefully stand upright on balance boards and climb the steps of the slide.

Outcomes for children are good

Children are independent and make good progress in relation to their starting points. They manage their outer clothing and complete age-appropriate tasks. For example, they clear away their own plate and cup when they have finished eating without being asked to. Children learn to identify and write her own name. They gain the necessary skills needed to help prepare them for their future learning at school.

Setting details

Unique reference number	221801
Local authority	Cambridgeshire
Inspection number	1090088
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	26
Number of children on roll	22
Name of registered person	Litlington Pre-school Committee
Registered person unique reference number	RP517155
Date of previous inspection	29 January 2015
Telephone number	07984 935193

Litlington Pre-School registered in 1985 and is managed by a voluntary committee. It is situated in the village of Litlington. The pre-school employs seven members of staff, of whom, four hold appropriate early years qualifications at level 3. It opens Monday to Friday during term time. Sessions are from 9.15am until 1pm on Monday, Wednesday and Thursday, 9.15am until 12.15pm on Tuesday and 11.45am until 2.45pm on Friday. The pre-school provides funded early education for three- and four-year-old children.

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