

# Great Longstone Pre-School



The Old Infant School, Main Street, Great Longstone, Bakewell, Derbyshire, DE45 1TZ

<b>Inspection date</b>	6 November 2017
Previous inspection date	9 September 2014

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

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The manager is not able to demonstrate that the required progress check for children between the ages of two and three years is completed for all children.
- Staff do not gather detailed information from parents about what their children can already do at the start of the placement, in order to plan precisely enough for children's learning from the outset.
- Staff do not always provide enough opportunities for children to follow their own ideas, limiting chances for them to be fully motivated and active in their learning.

### It has the following strengths

- Children are polite and behave well. Strategies to manage children's behaviour are consistently implemented by staff. Staff praise children for their achievements, helping them to develop good levels of self-esteem and confidence.
- Children's communication skills are encouraged. They develop a keen interest in action songs and rhymes. Staff support them to acquire listening skills, learn new vocabulary and show an interest in early reading and writing.
- Staff work in partnership with parents and other professionals to develop targeted support plans for children who have special educational needs and/or disabilities.

## What the setting needs to do to improve further

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

#### Due Date

- ensure the required progress check for children between the ages of two and three years is carried out for each child and a written summary of their development is shared with their parents. 06/01/2018

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

- gather more detailed information from parents about what their children can do at the start of the placement and use this to inform early planning
- provide more opportunities for children to lead their own play and to learn and develop through playing and exploring.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a number of parents during the inspection and took account of their views.

**Inspector**  
Ruth Moore

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Overall, the manager monitors the progress of groups of children, such as boys and girls, to identify and address any differences in their learning. However, she does not always identify when the statutory progress check for children aged between two and three years has not been completed for some children and shared with their parents. The manager has systems in place to monitor staff performance. Staff receive support and guidance about their practice. The arrangements for safeguarding are effective. Staff are aware of the indicators that a child may be at risk of harm. They know how to report any concerns they have about children's welfare and wider child protection issues. Staff implement a range of records and policies which help to support care practices and promote children's welfare. The manager seeks the opinions of parents, children and staff about the service provided. She is committed to improving the quality of the provision and raising standards to a good level.

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

Staff observe children's general development. However, they do not seek detailed information from parents about children's capabilities when they begin to attend, to quickly establish starting points and plan swiftly for their ongoing learning. Furthermore, at times, staff are overly directive in children's play. Nevertheless, children enjoy playing with diggers, conkers and pretend foods. Overall, parents are engaged in children's learning. They are encouraged to continue children's learning at home and state that they feel well informed. Staff use a range of activities to help children develop awareness of road safety. Children have a good understanding of risk and know about hazards in the environment.

### Personal development, behaviour and welfare are good

Children settle quickly on arrival and are familiar with the pre-school routines. They build secure bonds with staff. Children talk excitedly about their new siblings and the fireworks they have seen. Staff encourage children to complete small tasks for themselves. Children are eager to have a go and demonstrate their willingness to learn to be independent. Children enjoy laying the table for snack and pouring their own drinks. Staff provide resources and learning experiences that increase children's understanding of the wider world. Children are keen to take part in craft activities, for instance, to make poppies for Remembrance Sunday and they participate in fund raising events.

### Outcomes for children require improvement

Weaknesses in aspects of assessment and the initial planning for children's learning when they start means that not all children make the best progress they can. Despite this, children enjoy taking part in activities and are enthusiastic in their play. Children develop their social skills as they play with each other. They are acquiring some of the abilities they need in readiness for the next stage in their learning and the move on to school.

## Setting details

<b>Unique reference number</b>	206773
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	1103122
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	16
<b>Number of children on roll</b>	14
<b>Name of registered person</b>	Great Longstone Pre-School Committee
<b>Registered person unique reference number</b>	RP910282
<b>Date of previous inspection</b>	9 September 2014
<b>Telephone number</b>	01629 640842

Great Longstone Pre-school registered in 2000. The pre-school employs three members of childcare staff. All of these hold appropriate early years qualifications at level 3 or above. The pre-school opens Monday to Friday, from 9am to 12 noon, term time only, except for days on which they run a lunch club, from 12 noon until 1pm, and an afternoon session until 3pm.

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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