

# Longworth Pre-School

Longworth School, Longworth, Abingdon, Oxfordshire, OX13 5EU



<b>Inspection date</b>	27 November 2017
Previous inspection date	19 November 2014

<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 experienced and well-qualified manager effectively monitors the quality of provision. She seeks the views of all users of the pre-school and other professionals to inform the improvements she makes. She closely reviews the progress of individual and groups of children to ensure there is support for any gaps in children's learning.
- The management team works closely with the primary school on site. It shares information and resources effectively and staff benefit from training opportunities. The close links help prepare children very well for starting school.
- Children thoroughly enjoy their time at this welcoming pre-school. The consistent and caring staff help children build strong relationships. Children become confident, independent and eager learners.
- The manager regularly checks that staff accurately assess children's development. Staff use the information to plan interesting activities that help every child make good progress. They particularly support children's speech and social development well.
- Staff build excellent partnerships with parents. They keep them very well informed of their children's progress and encourage them to share information from home.

### It is not yet outstanding because:

- Staff sometimes miss opportunities when children, especially the younger ones, are initiating their own play to support and enhance their learning fully.
- Although staff use information well overall to plan for children's learning, they do not plan whole-group activities as effectively to meet the needs of all those taking part.

## What the setting needs to do to improve further

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

- support staff in continuing to develop their teaching skills, particularly for two-year-old children, to extend children's learning to a higher standard
- review and improve the planning of whole-group times, to ensure that activities are engaging and appropriately challenging for all the children who take part.

### Inspection activities

- The inspector observed staff interacting with children during activities inside and in the outside play area. She spoke with staff and children at appropriate times.
- The inspector held discussions with members of the management team, including how they evaluate the quality of the provision.
- The inspector undertook a joint observation of an activity with the manager. They discussed how she supervises the quality of teaching.
- The inspector sampled documents used by the pre-school, including evidence of staff suitability, children's records, policies and procedures.
- The inspector spoke with, and read comments from, several parents and took account of their views.

### Inspector

Rachel Edwards

## Inspection findings

### Effectiveness of the leadership and management is good

The manager monitors staff practice effectively. She observes staff and gives constructive feedback on the quality of teaching. She encourages her staff to take lead roles and develop and share their skills. Staff make good use of training, advice and their own research to improve the provision. Safeguarding is effective. All staff receive training, the managers at an advanced level, so all are confident in how to recognise, record and report concerns. The committee understands and fulfils its responsibilities, and the manager works closely with other agencies to help protect children from harm. Staff make families feel welcome and supported, including in their children's learning at home.

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

Staff provide many interesting things for children to do. Children enjoy and are absorbed in their play. For example, children are busy, finding tools to 'mend' the playhouse, exploring dinosaur footprints in flour and discovering the different sounds they can make with musical instruments. The younger children enjoy using all their senses to explore 'messy' resources, such as sand, water and mud. Staff have interesting conversations with the older children, extending their vocabulary, and they help support younger children's speech when they are talking about what they are doing. Staff encourage children to be imaginative, such as describing the 'dinosaur with a pear' that they have made from blocks. Children are keen to use technology. For example, they photograph models they have made, and photocopy the list of children staying for lunch to take to the school kitchen. Staff meet with Reception teachers and use the same early literacy programme to help prepare children well for starting to read.

### Personal development, behaviour and welfare are good

Staff get to know children, their families and circumstances extremely well. This enables them to help children settle quickly and feel secure. Parents comment warmly on the helpful and sensitive support that staff provide. Staff concentrate on helping children gain good social skills. Children learn to play cooperatively, such as helping to wrap tinsel around the Christmas tree. Staff acknowledge young children's occasional age-appropriate feelings of anger and frustration, and help them find ways to manage these and resolve minor conflicts amicably. Even the youngest children share favourite toys and are kind and polite to others. Children choose to spend long periods outside, which greatly benefits their health, development and well-being.

### Outcomes for children are good

Children often share activities with Reception children. They become familiar with routines and staff at the school and this helps them successfully move on with minimal upset. Children of all ages are eager to explore their environment and develop their own ideas. They like doing things themselves, such as putting on coats and clearing away dirty plates. Children develop their mathematical understanding well, for example, they fill water containers, sort coloured balls and compare the heights of brick towers.

## Setting details

<b>Unique reference number</b>	133723
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	1070263
<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>	38
<b>Number of children on roll</b>	21
<b>Name of registered person</b>	Longworth Pre School Committee
<b>Registered person unique reference number</b>	RP518063
<b>Date of previous inspection</b>	19 November 2014
<b>Telephone number</b>	01865820179

Longworth Pre-School registered in 1997. It operates from premises in the grounds of Longworth Primary School, which is situated between Abingdon and Witney, in Oxfordshire. The pre-school is part of a foundation stage partnership unit and has close links to the host school. The pre-school is open during term times only from 9am to 3pm. The pre-school receives funding to provide free early education for children aged two, three and four years. The pre-school employs five staff, all of whom hold relevant qualifications at level 3 or above, including the manager who holds a degree.

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