

Longford Pre-School Playgroup

Old Court, 129 High Street, Newport, Shropshire, TF10 7BH



Inspection date	23 May 2018
Previous inspection date	16 December 2014

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 are very warm and welcoming to all children in the setting. They effectively meet the needs of children who have special educational needs (SEN) and/or disabilities and who speak English as an additional language. Activities and resources are adapted accordingly to allow all children to develop in their learning and to ensure inclusion.
- Staff gather detailed information from parents about what children already know and can do before they start at the setting. This helps to inform initial assessments and enables staff to plan more precisely for children's learning. Children make good progress in their learning.
- Staff skilfully provide maximum levels of challenge to extend the learning for the most-able children taking part in planned and focused activities.
- Overall, the dedicated and committed manager and committee reflect effectively on the provision and identify areas to improve. The team constantly evaluates its practice and uses action plans to improve the outcomes for children.

It is not yet outstanding because:

- Staff do not always maximise the learning opportunities for children who prefer to play outside.
- Staff do not yet fully engage with other settings that children attend to share and gather information to fully promote children's continuity in care and learning.

What the setting needs to do to improve further

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

- develop the outdoor area further to incorporate learning experiences, which are rich and varied for children who prefer to play outside
- strengthen the links with other settings children attend to support consistency in children's experiences and development.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this had on children's learning.
- The inspector completed a joint evaluation of an activity with the deputy.
- The inspector spoke to the deputy, staff and children at appropriate times. She looked at relevant documentation and checked the suitability of persons working on the premises.
- The inspector took into account the views of parents.

Inspector

Lesley Bott

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a secure understanding of child protection procedures. They know to act promptly should they have any concerns about a child's welfare. The manager is effective in improving the quality of staff practice. For example, she organises relevant training and uses individual supervisory meetings to discuss staff development. Staff have developed a secure knowledge of the use of strategies, such as signing, to support children's communication skills. Partnerships with parents are good. Staff share information with parents through a variety of different ways. Parents state that the staff know their children well and that they feel valued as they are involved with all aspects of their children's learning. Staff have successful strategies in place to monitor and track children's progress. This enables staff to identify any possible gaps in children's learning and quickly respond to help them catch up.

Quality of teaching, learning and assessment is good

Staff observe children and track their progress to clearly show where the children are in their learning. Meaningful and interesting activities help to promote children's learning. Staff are skilful in making learning enjoyable, in particular, children's mathematical development. Children use socks to measure each other and count how many socks they use as they begin to understand numbers. Staff support children's language development effectively. Children and staff join in with songs and engage in interesting conversations. Children are happy to speak in group situations, voice their opinions and contribute their ideas. Staff help children to develop an interest in print. For example, children recognise their name on their coat hook and on their own place mat at mealtimes.

Personal development, behaviour and welfare are good

Children develop very secure attachments with all staff. This promotes children's emotional well-being very well. Children develop strong independence skills. They relish the role of 'helper of the day' as they take on extra responsibilities. Children's behaviour is good. Staff clearly communicate behavioural expectations and are good role models to the children. Staff use opportunities well to develop children's awareness of their own health through everyday activities. Children learn about the importance of washing their hands before snack and mealtimes. Their physical skills are promoted well. Daily opportunities for outdoor play and fresh air helps to support children's understanding of healthy lifestyles.

Outcomes for children are good

All children, including those who have SEN and/or disabilities, gain the necessary skills needed for their eventual move on to school. Children are keen and motivated to learn. They confidently lead their own play and they independently choose from the varied resources available. Children develop good social skills, such as turn taking and listening, which prepares them well for meeting new friends and following instructions.

Setting details

Unique reference number	208229
Local authority	Telford & Wrekin
Inspection number	1103153
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	36
Number of children on roll	21
Name of registered person	Longford Pre-School Playgroup Committee
Registered person unique reference number	RP525038
Date of previous inspection	16 December 2014
Telephone number	01952 810280

Longford Pre-School Playgroup registered in 1974. It operates in Newport, Telford. The pre-school employs four members of childcare staff. All hold appropriate early years qualifications at level 3 or higher. The pre-school is open during term time on Monday and Tuesday from 9.15am to 12.15pm and on Wednesday, Thursday and Friday from 9.15am to 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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