

# Longwell Green Pre-School

Longwell Green Community Association, Shellards Road, Bristol BS30 9DU



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|--------------------------|-------------------|
| <b>Inspection date</b>   | 26 September 2018 |
| Previous inspection date | Not applicable    |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b><br>Previous inspection: | <b>Good</b><br>Not applicable | <b>2</b> |
|---|---|-------------------------------|----------|
| Effectiveness of 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

### The provision is good

- Staff give children's personal, social and emotional development a high priority. Staff are very patient and caring. They closely support children's needs, to help children feel happy and secure at the pre-school and to grow in confidence.
- Staff closely observe children's development and promptly outline their starting points. Staff know their key children particularly well. Their precise assessments identify the next steps in children's learning, build on what children already know and ensure children make good progress.
- The managers work together effectively to evaluate their practice. They work closely with local authority advisers to keep abreast of changes to legislation. They show dedication and commitment to continuing to develop the pre-school and have clear and comprehensive plans to lead improvements.
- Partnerships with parents are good. Staff work closely with them and other professionals, to ensure children receive consistent support. Their regular newsletters, termly meetings, daily chats and the sharing of assessments of children's learning help to keep parents very well informed.

### It is not yet outstanding because:

- Managers do not consistently offer staff opportunities to reflect upon their own teaching and that of others, to share good practice and develop all staff's teaching skills further.
- Occasionally, staff do not provide enough opportunities for children to develop their creative ideas and techniques freely.

## What the setting needs to do to improve further

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

- enable staff to reflect upon their own teaching practices and those of others, to develop the quality of teaching further
- strengthen the opportunities for children to develop their creative ideas and explore art materials and techniques more freely.

### Inspection activities

- The inspector observed activities in the main playroom, the outside learning environment and conducted a joint observation with the manager.
- The inspector held a meeting with the manager of the provision. She spoke to staff and children throughout the inspection when appropriate.
- The inspector looked at children's assessment and planning documentation, the setting's risk assessment and safety records.
- The inspector checked evidence of suitability and qualifications of staff working within the setting, the provider's evidence of self-evaluation and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day and by reading a number of comments on messages given to the manager.

### Inspector

Rachel Howell

## Inspection findings

### Effectiveness of leadership and management is good

The managers implement an effective staff recruitment process, detailed inductions, regular supervision meetings, and monitor children's progress effectively. Overall, they support staff's professional development well, such as to help staff to complete early years qualifications and to attend mandatory and additional training. Safeguarding is effective. The managers and staff understand their responsibilities in keeping children safe from harm. The managers lead support activities to test and maintain staff knowledge of safeguarding really effectively. Staff implement robust procedures and risk assessments efficiently to ensure children receive good care and are kept safe.

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

Children are motivated to explore and they confidently make choices in their play. Staff get down to the children's level and ask them probing questions to encourage children to think and extend their ideas and learning. For instance, children build towers and staff encourage them to use items to measure and compare the height of these towers. Staff encourage children to solve problems as they construct a walkway from the same blocks. Children work out that they need to make the walkway wider. They try out their ideas very successfully and add extra blocks, increasing it to two blocks wide. They work cooperatively and effectively together to create a longer stretch for their friends to negotiate.

### Personal development, behaviour and welfare are good

Children behave well. For example, they listen to the staff's gentle reminders about boundaries that are in place for safety and learn to share resources and take turns with toys. Children are busy and active in their exploration outside. They develop their physical skills well. Young children's confidence grows with the reassurance given by staff as they test out their skills. For example, they climb up the steps of the slide, giggle with their friends as they rise up high on the see-saw and carefully negotiate the obstacle course. Staff develop children's curiosity and inspire their interest in nature very effectively. Children are eager to join staff for an insect hunt in the garden. Staff encourage children to pay attention to details and talk about the similarities and differences of the insects that they find.

### Outcomes for children are good

Children make good progress. They gain independence skills and a sense of responsibility. For instance, children help themselves to their snack and clear away their things when they have finished. They readily get their coats and boots on to go outside. They form friendships and begin to understand the needs of others. Children listen and concentrate very well, such as sharing their knowledge of the weather and the days of the week. They develop positive attitudes towards learning. They effectively acquire the key skills they need for the next stage in their education. This includes two-year-olds in receipt of funding.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY501436  |
| <b>Local authority</b>                           | South Gloucestershire                               |
| <b>Inspection number</b>                         | 10076810  |
| <b>Type of provision</b>                         | Full day care                                       |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register |
| <b>Day care type</b>                             | Childcare on non-domestic premises                  |
| <b>Age range of children</b>                     | 2 - 4   |
| <b>Total number of places</b>                    | 52  |
| <b>Number of children on roll</b>                | 28  |
| <b>Name of registered person</b>                 | Longwell Green Pre-School Playgroup                 |
| <b>Registered person unique reference number</b> | RP535491  |
| <b>Date of previous inspection</b>               | Not applicable                                      |
| <b>Telephone number</b>                          | 0117 9325111  |

Longwell Green Pre-School registered in 2016. The pre-school employs five members of childcare staff, all of whom hold appropriate early years qualifications ranging from level 2 to 5. The pre-school opens from Monday to Friday from 9am until 4pm, during school term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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