

Langwith Bassett Pre-School

Langwith Bassett Primary School, Bassett Hill, Upper Langwith,
Mansfield, Nottinghamshire NG20 9RD



Inspection date	3 October 2018
Previous inspection date	24 April 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- There have been many noteworthy improvements since the last inspection. This is because of the committee's and manager's dedication in meeting previous actions. The impact of this is evident in how staff's practice is improving the outcomes for children.
- Staff demonstrate a good understanding of how to use the pre-school's newly introduced systems to identify and plan for individual children's next steps in their learning.
- Children have access to a wide range of activities and experiences that inspires them to practise new skills and explore recent learning.
- Children are extremely confident and self-assured. They display high levels of trust, independence and curiosity. This is because staff are sensitive, provide affection and stability, and build on the children's self-esteem.
- Children make independent choices from a café-style snack bar. They learn how to make positive healthy choices about the food they eat. This enhances their health and self-care skills as part of a sociable experience.

It is not yet outstanding because:

- Staff do not consistently share children's identified next steps in learning with all staff, so they too can provide very good learning experiences that further help to close identified gaps in children's learning.
- The manager does not use information about the progress different groups of children are making to identify interventions and prioritise training needs.

What the setting needs to do to improve further

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

- share information more effectively with all staff who support children's learning, to increase opportunities to help close identified gaps in children's learning
- strengthen the monitoring of assessments to compare the progress different groups of children make and target interventions that help all children to make as much progress as possible.

Inspection activities

- The inspector completed a joint observation with the pre-school manager.
- The inspector observed activities and the quality of teaching.
- The inspector held meetings with the manager and a committee member of the provision. She held discussions with other staff about their roles and responsibilities, including safeguarding.
- The inspector took account of the views of parents.
- The inspector checked evidence of the suitability and qualifications of staff working with children and the suitability of committee members.

Inspector

Kim Barker

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The committee and manager fully understand their responsibilities in ensuring that children are safe. They demonstrate a highly reflective attitude to making continual improvements to the provision. For example, the manager has developed an effective action plan to help her to make good progress in improving outcomes for children. There are clear systems in place that help to ensure the ongoing suitability of staff and committee members. Children benefit from an effective system of performance management for all staff. This includes regular observations of their practice and supervision discussions. Staff are familiar with local safeguarding procedures. They are consistently alert to the signs that may indicate that a child is at risk of abuse.

Quality of teaching, learning and assessment is good

Staff demonstrate a strong understanding of how to identify what children need to learn next from ongoing observation and assessment processes. The manager uses tracking of individual children's achievements to monitor the quality of staff's assessments. Staff are skilled in describing what is happening and modelling language as children play. They engage children in conversation, extend their learning and help to develop their understanding, speaking and listening skills. For example, staff name items to younger children as they set out small equipment. Staff help children to think through their actions to solve their own problems, when they ask for help. The most able children describe the meanings of the marks they make as they create new pre-school rules.

Personal development, behaviour and welfare are good

Children confidently share and express their views and choices with staff about what they want to play. For example, they collect dressing-up resources to take outside to add to their imaginative play. Outdoor play space is utilised well. This ignites children's curiosity and helps to promote their good health, well-being and physical skills. Children have opportunities to balance, build, make marks and pedal bicycles. Staff skilfully name actions and help children to consider risk carefully as they gain confidence and keep on trying. Children learn to play cooperatively, to take turns and discuss their opinions with others.

Outcomes for children are good

Children make good progress in their learning and development from their starting points. They demonstrate a can-do attitude to their learning. Children confidently explore and develop the skills they need for future learning. They count and develop their mathematical skills during play and routines. For example, they compare quantities as they work out how many items they need for each of the children in a group, and think about size and position as they fill containers.

Setting details

Unique reference number	206806
Local authority	Derbyshire
Inspection number	10077354
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 5
Total number of places	16
Number of children on roll	14
Name of registered person	Langwith Bassett Pre-School Committee
Registered person unique reference number	RP522037
Date of previous inspection	24 April 2018
Telephone number	01623 742236

Langwith Bassett Pre-School registered in 1996. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and the manager holds an appropriate early years qualification at level 4. The pre-school opens from Monday to Friday, term time only. Sessions are from 8.45am until 3pm.

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