

# Great Longstone Pre-School



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

<b>Inspection date</b>	19 October 2018
Previous inspection date	6 November 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires improvement	3
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

- The provider has made significant improvements since their last inspection. Staff ensure the progress checks for children aged between two and three years are completed. They share the written summary with parents to help them to understand where their child is in their development.
- The quality of teaching is strong and the staff interaction with children is purposeful.
- Staff reflect well on what they need to do to support children's learning. For example, staff have identified gaps in children's mathematical development. They incorporate mathematical language into their questioning and extend learning opportunities to help children explore maths in more detail to support their good progress.
- Staff are kind and caring. There are warm and secure attachments between the staff and the children. Children settle quickly into their play and have lots of fun at the pre-school with their friends and the staff team.
- Partnerships with parents are well established. Parents state that they are very pleased with their children's progress and are kept updated about their children's development.

### It is not yet outstanding because:

- Staff do not make the best use of opportunities to support children who prefer to learn outside, so that they consistently benefit from rich and stimulating experiences and resources.
- Partnerships with other early years settings that children also attend are not yet established to ensure consistency in children's learning and development.

## What the setting needs to do to improve further

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

- increase the range of accessible activities and resources on offer to enrich the learning opportunities for children who prefer to learn outdoors
- extend partnerships with other early years settings that children attend to provide a consistent approach to children's learning and development and build on what children already know and can do.

### Inspection activities

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

### Inspector

Judith Rayner

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have completed child protection training and have a secure understanding of the procedures they must follow should they have a concern about a child in their care. They supervise children closely and the premises are safe and secure. The manager closely monitors staff performance and identifies future training needs for them, to develop their knowledge and skills. For example, all staff have changed their teaching approach. They ask more open-ended questions and give children more time to explore and come up with their own ideas. As a result, children make at least good progress from their starting points. Overall, the manager and her staff team have a strong commitment to making improvements. They have high expectations of children and are dedicated to their roles.

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

The well-qualified, experienced and enthusiastic staff team make the best use of their observations. They have a secure knowledge of children's assessments, which are very precise. Staff plan well for children's individual next steps and use learning opportunities to support children to achieve to a high level. Staff help children to explore natural resources. Children are creative and develop their imaginative skills well. They make 'chicken pox cake', saying 'it will turn into a chick'. Staff warmly interact and encourage the children to share how they have made it and what it might taste like. Children are articulate communicators and confidently share their thoughts and ideas. Overall, staff give children time to explore independently and support children's communication and language development well.

### Personal development, behaviour and welfare are good

Children's health is promoted effectively. They spend plenty of time outside in the fresh air and develop their physical skills well. They dig using various tools and push wheelbarrows around confidently. Children play cooperatively during role-play activities and develop their imaginative skills very well. They negotiate confidently between themselves what roles they will carry out, demonstrating good social skills. From a young age, children quickly learn about sharing toys, taking turns and being kind to one another. Their behaviour is good and children new to the pre-school settle quickly. Children develop their knowledge about growth and decay over time. They look at conker shells and recognise changes, saying 'it is mushy'.

### Outcomes for children are good

All children make good progress from their starting points. This includes children in receipt of funded education. Children demonstrate they have the necessary skills for their future learning, such as school. They show good concentration skills and are often very deeply involved in their chosen play. Children make independent choices in their play and are active learners. They use various tools to support their early writing skills and enjoy telling stories and looking at books to support their literacy development.

## Setting details

<b>Unique reference number</b>	206773
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10079466
<b>Type of provision</b>	Sessional day care
<b>Registers</b>	Early Years 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>	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>	6 November 2017
<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 midday, term time only, except on a Wednesday when the pre-school operates until 3pm. The pre-school provides funded early education for three- and four-year-old children.

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