

# Longdon Preschool

Longdon Village Hall, Brook End, Longdon, Staffs WS15 4PT



<b>Inspection date</b>	23 November 2018
Previous inspection date	13 February 2015

<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 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 management team regularly observes and evaluates staff's teaching practice. They also provide individual meetings with staff where they can discuss any concerns and development opportunities. This helps the management team to evaluate and build upon staff practice so that teaching has a positive impact on all children's learning.
- There are positive relationships with the local schools and strong links with other professionals, including those who support children with special educational needs and/or disabilities. This means there is a shared approach to children's care and learning so that they receive consistent support.
- Staff offer a range of stimulating learning opportunities that keep children motivated and deeply involved in their play. They provide children with plenty of exploratory experiences that encourage a multi-sensory approach to learning.
- Staff build strong relationships with children. For example, they offer reassurance, encouraging smiles and praise as they play alongside the children. This helps children to feel relaxed and safe, and to engage in new experiences.
- Staff do not always involve parents, as much as possible, in the assessments of their children's learning when they first start at the pre-school.
- There are few opportunities for children to gain an awareness of how they differ from, or are similar to, other people.

## What the setting needs to do to improve further

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

- increase the information gathered from parents about children's skills and abilities, and use this information to enhance the planning of activities and experiences from the outset
- provide children with more opportunities to build on their respect for, and understanding of, the similarities and differences between themselves and others in the wider community.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector evaluated staff's assessment of children's progress and how they plan for children's next steps in their learning.
- The inspector completed a joint observation of an activity with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as children's records and evidence of the suitability of staff working in the pre-school.
- The inspector took account of the views of parents and children spoken to on the day and from information included in the pre-school's own parent survey.

#### Inspector

Linda Yates

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The designated person responsible for safeguarding children has completed child protection training. She provides support, advice and guidance to all staff on an ongoing basis. Staff are clear about the procedures to follow if they are worried about a child's welfare. The manager regularly checks the progress of different groups of children across all areas of their learning. Any gaps in children's learning are identified and set as a focus to ensure all children make good progress.

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

Staff understand and use a wide range of effective teaching strategies. For example, they encourage children to take it in turns to act out the buying and selling of buns to a linked song. During such activities, staff encourage children to know and understand new words. For example, they name each child's role, such as 'baker' and 'customer', and describe what they are doing. Furthermore, staff encourage children to count and to recognise numbers. Children are engrossed in their play as they explore the flour and water mixture with whisks, spoons and potato mashers. They submerge their whole hand and part of their arm into the mixture to retrieve objects. During such activities, staff use questions that challenge children to think.

### Personal development, behaviour and welfare are good

Staff provide children with nutritious and well-balanced snacks. They encourage children to find their own name card at snack times. This helps children to understand that printed words have a meaning. Staff provide children with plenty of opportunities to experience physical challenge and to manage risks for themselves. For example, children play on the climbing frame, slide, balance bicycle and see-saw. Staff help children to appreciate nature. For example, they take the children on regular walks to the brook. This, along with discussion, helps to consolidate children's learning.

### Outcomes for children are good

All children make good progress from their starting points and develop the skills they need in readiness for school. They make marks with paint using tools, such as tooth brushes and rollers, and practise their scissor skills by cutting the dough. Children engage in imaginary play with their friends and staff. For example, they pretend to take pictures with a camera, offer make-believe cakes and play in the cardboard box den. Children explore the ice outside and try to break it into small pieces by stamping on it and hitting it with a hammer. They show a keen interest in books and stories.

## Setting details

<b>Unique reference number</b>	218186
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10071262
<b>Type of provision</b>	Sessional day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	32
<b>Number of children on roll</b>	17
<b>Name of registered person</b>	Longdon Pre-School Group Committee
<b>Registered person unique reference number</b>	RP905356
<b>Date of previous inspection</b>	13 February 2015
<b>Telephone number</b>	01543 473510

Longdon Preschool registered in 1992 and is managed by a non-profit incorporated voluntary association. It employs five members of childcare staff. Of these, four hold appropriate early years qualifications, one at level 6, one at level 5 and two at level 3. The pre-school opens Tuesday to Friday, term time only. Sessions are from 9.15am until 12.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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