

Longtown Pre-School

Longtown Primary School, Longtown, Hereford, Herefordshire HR2 0LE



Inspection date	15 January 2019
Previous inspection date	14 July 2015

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The manager, staff and committee share an ambitious vision for the pre-school. They are committed to providing outstanding quality, care and education for children and their families. The impact of their rigorous self-evaluation and commitment to continuous improvement is evident throughout the pre-school and all aspects of practice.
- Monitoring of children's learning and development is exemplary. The expert use of accurate assessments helps staff plan precise next steps in learning and identify areas in need of support. This means specific programmes are put in place to help all children make very rapid progress and achieve excellent outcomes.
- The highly qualified manager makes excellent use of supervision systems to monitor staff practice and the impact this has on children's learning. The enthusiastic team regularly reviews its excellent teaching practice. For example, staff observe each other's teaching and identify any areas for training and development. They share a comprehensive knowledge of the early years foundation stage.
- Children are extremely confident and self-assured in this welcoming and caring pre-school. They have secure attachments with staff, and new children settle very quickly. Children's individual needs are exceedingly well met by the attentive and kind staff.
- Children demonstrate a sense of ownership in their wonderful and rich learning environment. They are deeply engaged, active and independent learners. Staff provide highly innovative learning opportunities and first-hand experiences that enable children to follow their own interests. For example, children use pipettes to add drops of colour to jars of water and predict the effects. They make links to previous experiences and are keen to tell others what they have learned.
- Staff establish and maintain extremely positive relationships with parents. Excellent information sharing means parents are well informed and involved in their children's learning. Parents speak very highly of the pre-school.

What the setting needs to do to improve further

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

- exploit the highly successful partnerships with other settings to consistently drive and sustain the already outstanding quality of teaching and assessment.

Inspection activities

- The inspector observed the quality of teaching during indoor and outdoor activities, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the provider and the manager. She looked at relevant documentation, including the setting's self-evaluation and evidence of suitability of committee members and staff working in the setting.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Susan Cother

Inspection findings

Effectiveness of leadership and management is outstanding

The arrangements for safeguarding are effective. The manager, staff and committee have a comprehensive knowledge of how to keep children safe. Robust risk assessments ensure children's safety is paramount. The manager and staff have developed highly effective partnerships with the local primary school and other professionals. Children enjoy visits to the school for lunch and physical games and activities. They have access to the school's play trail and woodland area. Children are exceptionally well prepared for their move to school. Staff reflect well on practice. They have identified that they intend to further develop their partnerships with other settings by reviewing each other's assessments, to help enhance their outstanding skills and knowledge.

Quality of teaching, learning and assessment is outstanding

The manager recognises and values the individual talents of staff. Staff use their expert knowledge of how children learn to plan precisely for children's ongoing learning and development. They support children's speech and language skills exceptionally well. Staff are highly effective with their questioning techniques, helping children to communicate their thoughts, ideas and experiences during play. For example, as children enthusiastically hammer blocks of ice, they recall how they left pots of water outside overnight to see if the water would freeze. Children explain that it was not cold enough for the water to change. They quickly expand their vocabulary as staff adeptly introduce new and descriptive words, such as 'operate' and 'squeeze'. Staff make optimal use of community facilities to inspire children's learning. Children post parcels at the local post office and wait in anticipation for the delivery of their packages.

Personal development, behaviour and welfare are outstanding

The manager and staff are inspiring role models. They teach children to share and be kind towards each other. Children behave exceptionally well and demonstrate respect and tolerance. Older children help reassure children who are new to the pre-school. Children learn about the importance of healthy eating. They grow vegetables, such as cabbages, garlic and tomatoes. Children pick the vegetables and use them in cooking activities. For example, they make tomato sauce to spread on top of pizza bases. Children enjoy an abundance of outdoor learning opportunities. They are encouraged to take well-managed risks in the innovative outdoor play area.

Outcomes for children are outstanding

Children are exceptionally well prepared for the next stage of their learning. They develop exceptional attitudes and dispositions. Children acquire excellent literacy skills. For example, they look for letter shapes in sand, recognising and sounding out those they know. Children are highly motivated as they practise early writing and letter formation. They carefully copy letters and words as they write down ingredients of home-made soup for their recipe cards. Children learn to count during daily activities.

Setting details

Unique reference number	223556
Local authority	Herefordshire
Inspection number	10071614
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	20
Number of children on roll	15
Name of registered person	Longtown Playgroup Committee
Registered person unique reference number	RP904675
Date of previous inspection	14 July 2015
Telephone number	01873 860560

Longtown Pre-School was registered in 1992. It operates from the ground of Longtown Primary School in Herefordshire. The pre-school employs four members of childcare staff. Of these, the manager holds qualified teacher status, one holds a childcare qualification at level 3 and one at level 2. The pre-school opens from 8.15am until 3pm on Monday, Tuesday and Thursday during term time only. The pre-school provides funded early education for three- and four-year-old children.

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