

Langtoft Pre-School

Langtoft Sports Pavillion, Manor Close, Langtoft, PETERBOROUGH PE6 9NB



Inspection date	28 January 2019
Previous inspection date	1 October 2015

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

Summary of key findings for parents

This provision is inadequate

- The provider has failed to notify Ofsted about one of the committee members who manage the pre-school. Consequently, Ofsted have been unable to carry out the required checks to determine all committee member's suitability for their role.
- Staff lack an understanding of the 'Prevent' duty guidance. This compromises children's welfare.
- Monitoring of staff practice does not fully identify what individual staff need to do to raise the quality of their teaching, knowledge and skills to a higher level.
- Occasionally, staff miss opportunities to adapt activities and teaching quickly to redirect and extend some children's engagement and enthusiasm for learning.

It has the following strengths

- The manager is committed to reviewing the pre-school practice and despite challenges that occur she demonstrates a drive to address these. The staff team is qualified, hard-working and dedicated. They work closely together, constantly communicating to ensure they meet all children's individual learning needs.
- Staff update their knowledge and skills through reading childcare articles, staff meetings and attending training. This has a positive impact on outcomes for children.
- Children settle quickly into the pre-school. They form close attachments to their key person and other staff which helps them to feel safe and emotionally secure.
- Staff consistently praise and encourage children. They support them to manage their feelings and behaviour. This helps to shape children's understanding of behavioural expectations.
- Parents speak highly of the pre-school. They comment positively about the progress their children have made. Parents feel well informed about their children's learning and welcome ideas on how to support children's learning at home.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
inform Ofsted of the names of committee members and provide the necessary information to ensure that all relevant checks can be carried out	28/02/2019
gain a secure understanding of safeguarding procedures and practice, regarding the 'Prevent' duty guidance for England and Wales 2015.	28/02/2019

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

- strengthen the monitoring of staff's individual practice and focus more specifically on raising the quality of their teaching, knowledge and skills to the highest level
- adapt teaching to make sure that all children receive further challenge and support to enhance their enthusiasm and motivation to learn.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to several parents during the inspection and took account of their views.

Inspector
Sharon Alleary

Inspection findings

Effectiveness of leadership and management is inadequate

The arrangements for safeguarding are not effective. The provider has failed to ensure new committee members associated with the pre-school have been notified to Ofsted. Consequently, Ofsted has not carried out required checks to ensure that the registered body is made up of individuals who are suitable to be involved in childcare. Furthermore, some staff do not have a good enough understanding of the 'Prevent' duty guidance and their responsibility to protect children from the risk of extreme behaviours. This compromises children's safety and well-being. Despite this, staff have a good knowledge of indicators of abuse or neglect and how to manage concerns about a child. The manager makes good use of additional funding to support individual children's progress.

Quality of teaching, learning and assessment is good

Staff know the children well, they regularly observe and assess children's development, planning for their individual next steps in learning. Staff allow children plenty of time to follow their individual interests. For example, they provide children with the resources needed to create their own dinosaur book. Staff introduce children to songs and rhymes that help them to learn about shapes. Children have good opportunities to enjoy sensory play, such as manipulating clay and filling and emptying in the water tray. They develop their hand-to-eye coordination. Staff engage children well at story time. They use props to bring the story to life and children eagerly answer questions, commenting, 'he missed his mummy'.

Personal development, behaviour and welfare are inadequate

Weaknesses identified in the leadership and management of the pre-school do not promote children's welfare at all times. Despite this, staff offer children healthy and nutritious snack choices. Furthermore, parents receive information about how to provide healthy lunch box choices. Children learn about healthy lifestyles. Staff place high priority on helping children to develop their independence. They encourage children to do things for themselves before gently supporting them if needs be. Staff help children to understand how to take manageable risks in their play. For example, children know they must stand on a robust chair when pretending to fix the playhouse roof.

Outcomes for children are good

Children make good progress in their learning and development from their individual starting points. This includes those with special educational needs and/or disabilities and those who speak English as an additional language. Children enjoy investigating the mud kitchen. Here, they use tools as they fill pots with soil and herbs and proudly present staff with, 'tummy ache soup'. Children's physical skills develop well. They confidently scoot and pedal around the path outdoors on the wheeled toys. They write their own name, spelling out the sounds and writing recognisable letters. This contributes to early literacy skills. Children acquire a range of skills that help them to prepare for the next steps in their learning and school.

Setting details

Unique reference number	253771
Local authority	Lincolnshire
Inspection number	10064631
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	26
Number of children on roll	30
Name of registered person	Langtoft Pre-School
Registered person unique reference number	RP517296
Date of previous inspection	1 October 2015
Telephone number	07926 355 187

Langtoft Pre-School registered in 1993. The pre-school employs five members of childcare staff. All staff hold appropriate early years qualifications at level 3 and above. The pre-school opens Monday, Tuesday, Wednesday and Friday, 8.45am until 2.15pm and Thursday 8.45am to 11.45am, term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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