

Newton Longville Pre-school and Extended Services

School Drive, Newton Longville MK17 0BZ



Inspection date	11 June 2019
Previous inspection date	11 February 2015

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

- Staff develop strong partnerships with parents. This is demonstrated when parents are invited to attend regular stay-and-play sessions. Staff also seek information from parents about children's likes, preferences and routines before they start at pre-school. This helps to promote their emotional development and well-being.
- The management team establishes strong procedures to monitor and support staff practice. For example, staff regularly observe each other and give feedback. The manager completes robust staff supervision meetings. All staff have individual targets to help them to improve their teaching.
- Staff regularly assess children's learning and plan suitably challenging and exciting learning opportunities. Staff make strong use of guidance from professionals, such as speech and language therapists, to support children's needs.
- Staff value children's opinions. They involve them in decision making successfully. This is demonstrated when children vote to decide which book they would like to read in their morning welcome session. This helps to promote children's self-esteem.
- Children make good progress and they are well prepared for their eventual move to school. Staff communicate well with staff at other settings that children transfer to, such as the local school. This helps to ensure continuity in children's care and education.
- The management team monitors the progress of individual children well. However, systems for monitoring the progress that different groups of children make are not fully embedded.
- On occasion, staff do not make the best use of opportunities to help children begin to develop an accurate understanding of different sounds and letters.

What the setting needs to do to improve further

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

- build on the tracking of children's progress to provide a sharper focus on how well different groups of children achieve
- strengthen the teaching of letters and sounds and help older children make better progress with their emerging literacy skills.

Inspection activities

- The inspector had a tour of the setting.
- The inspector carried out an evaluation of teaching with the manager following a planned activity.
- The inspector held a meeting with the manager and discussed self-evaluation. She looked at relevant documentation, such as children's assessments, planning and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to staff and parents at appropriate points during the inspection. She met with members of the committee.
- The inspector spoke to children and viewed their activities.

Inspector

Lisa Dailey

Inspection findings

Effectiveness of leadership and management is good

Members of the management team reflect on their practice effectively. They have a positive attitude to improvement and a clear plan for further development. For instance, since the last inspection they have made changes to their indoor and outdoor environment. These help children to explore and investigate independently. Staff are well supported through focused training and development opportunities. For example, managers ensure training is precisely matched to individual staff needs and also the needs of the pre-school. Staff attend training to help them learn about different ways to support children's behaviour. They share their learning with other staff, which has a positive impact on outcomes. Children are confident and well-behaved learners. Safeguarding is effective. Managers have established robust policies, procedures and risk assessments. They ensure staff understand these and know how to keep children safe.

Quality of teaching, learning and assessment is good

Managers create an effective key-person system. This is evident when staff talk in detail about the progress children make and areas that they are working on next. Staff observe children closely and share information with parents to help them support their children's learning at home. They have high expectations of all children and they provide opportunities for children to make choices and develop their own ideas. For instance, staff invite children to make Father's Day cards. They choose the colour of card and crayons that they wish to use. Staff encourage children to think about what they would like to put on their card and children share their ideas with others as they plan their creation. Staff support children appropriately and talk about concepts such as colour, shape and size, as children draw pictures on their cards.

Personal development, behaviour and welfare are good

Staff provide strong opportunities for children to be independent. Children show this when they cut up their own fruit for snack, put their own coats on and manage their own personal hygiene. Staff have high expectations and are good role models. For instance, they help children to develop positive relationships with each other. They encourage and praise children when they play cooperatively and use good manners. Children learn about people and communities beyond their own experiences. For instance, they learn about Diwali and Chinese New Year. This supports their understanding of similarities and differences. Parents comment positively on the pre-school. They report that they are very happy with the care that their children receive.

Outcomes for children are good

Children are keen and enthusiastic learners. They enjoy playing imaginatively together and dress up as firefighters as they play with fire station toys and put out 'fires'. Children are curious. They experiment pouring water from jugs down drainpipes. They follow the flowing water to see where it goes and they collect it eagerly in pots and containers. Children develop strong social skills. They hold conversations with others and talk about stories that they read. Children develop good physical skills. They draw their own pictures, holding pencils with control. They carefully join wooden blocks together, ensuring that the blocks balance as they place them one on top of the other.

Setting details

Unique reference number	EY357146
Local authority	Buckinghamshire
Inspection number	10106681
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 11
Total number of places	32
Number of children on roll	84
Name of registered person	Newton Longville Pre-School Committee
Registered person unique reference number	RP517684
Date of previous inspection	11 February 2015
Telephone number	01908641706

Newton Longville Pre-school and Extended Services registered in 2007. It provides pre-school and before- and after-school services. The setting opens from 7.45am until 6pm, Monday to Friday, term time only. The setting receives funding to provide free early education for children aged two, three and four years. The setting employs 12 members of staff, 11 of whom work with children. Nine staff hold qualifications in early years education between level 2 and level 6 and one holds qualified teacher status.

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