

Langtoft Pre-School

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



Inspection date	19 July 2019
Previous inspection date	28 January 2019

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 has made several positive changes since the last inspection. Staff have attended training to secure their understanding of wider safeguarding issues. This promotes children's safety and welfare.
- The manager monitors how well individual and groups of children are achieving. This helps her to efficiently identify any gaps in children's learning that may emerge and to address these swiftly. For example, further activities are provided for children to extend their literacy skills, particularly for boys.
- The manager gathers feedback from parents about the service they receive. She values their comments and makes changes to the provision to improve outcomes for children. For example, a new 'bug hotel' in the garden creates experiences for children to learn about the natural environment.
- Staff actively promote positive behaviour. They remind children of the rules and boundaries. Children know what is expected of them. They confidently say that they must not push others because it hurts and they might fall over.
- Staff support children's communication and language skills effectively. For example, they ask children a good range of questions and introduce new words, such as 'metamorphose', to extend their vocabulary. Children understand what the word means and say that it is when a caterpillar develops into a butterfly.
- Children reach typical levels of development for their age.
- Staff do not share detailed information with all parents about children's learning and how they can extend this further at home.
- Staff gather information about what children know and can do when they first start. However, they do not use this information swiftly enough to help plan for children's learning from the very start of their placement.

What the setting needs to do to improve further

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

- consistently share information with parents about children's learning and give them ideas to help to continue to extend their progress at home
- use information about what children know and can do when they first start to plan more swiftly for their learning.

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 reviewed 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
Hayley Ruane

Inspection findings

Effectiveness of leadership and management is good

Staff are well qualified and experienced. They work well as a team and demonstrate a good understanding of how children learn and develop. Staff attend meetings with the manager to reflect on their practice. The manager gives staff support and guidance to help them to develop their teaching skills. This helps staff to provide consistently good teaching to support children's learning. The manager uses additional funding effectively to promote children's individual needs. Safeguarding is effective. The manager and staff have a secure knowledge of the procedure to follow in the event of a child protection concern. They understand their responsibility to refer any such concerns to the appropriate professionals. This helps to keep children safe.

Quality of teaching, learning and assessment is good

Staff demonstrate a good understanding of children's needs and how they learn. They observe and assess children's learning and identify what they need to learn next. Staff support children's mathematical development well. For example, staff ask children which is the biggest potato when they find them in the garden. This helps children to understand language that is used to describe size. Staff encourage children to think critically when they use resources in their play. This helps children to solve problems, such as how to attach a shiny paper star onto a wooden stick. Staff place a strong emphasis on allowing children to lead their own play and to make their own choices about what they want to play with. This engages children well and motivates them to learn.

Personal development, behaviour and welfare are good

Children demonstrate good relationships with staff. Staff are warm, caring and support children's emotional well-being effectively. Parents are complimentary about staff and say that they know children well and their individual needs. Children are competent in taking and managing risks in their play. For example, they confidently stand on a chair to build and construct a tall tower using bricks. Staff offer children healthy snacks. They provide opportunities for children to learn how food grows. In the garden, children pull up plants and show delight when they see potatoes and carrots. They tell staff that vegetables need water to grow.

Outcomes for children are good

All children, including those with special educational needs and/or disabilities (SEND), make good progress in their learning. They learn key skills in preparation for their move onto school. Children demonstrate good literacy skills. They talk to staff about the pictures they draw. Children say, 'This is mummy's heart and this is mummy'. Older children begin to read words and develop an understanding of sounds that represent letters of the alphabet. Children demonstrate a good understanding of the world, such as different languages. For example, they count to 10 and say hello to other children in French. Children are independent. They wash their hands prior to eating and pour their own drinks. Children are physically active and develop their large-muscle skills well. Older children confidently move their bodies in different ways when they hear music.

Setting details

Unique reference number	253771
Local authority	Lincolnshire
Inspection number	10094600
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	31
Name of registered person	Langtoft Pre-School
Registered person unique reference number	RP517296
Date of previous inspection	28 January 2019
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. The pre-school opens during term time only. Sessions are from 7.45am until 2.45pm on Monday, Tuesday, Wednesday and Friday and from 7.45am until 11.45am on Thursday. The pre-school provides funded early education for two-, three- and four-year-old children.

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