

Inspection of Long Eaton Preschool Playgroup

Baptist Church Hall Station Street, Long Eaton, Nottingham, Nottinghamshire NG10 1GJ

Inspection date: 15 January 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Requires improvement
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What is it like to attend this early years setting?

The provision is good

Children settle very well when they first arrive at the welcoming setting. They are very familiar with the routines, such as taking their coats off and finding their own name. Children quickly engage with the wide range of toys and activities. These are easily accessible to them, are age appropriate, stimulating and attractively presented. Children form good friendships with their peers. They engage in lots of imaginative play and help one another to build sandcastles in the wet sand.

Children behave well, overall. Any minor disputes are quickly resolved by the attentive staff, who deliver clear and consistent messages to children. Children feel safe to explore their environment because staff make sure there are no hazards accessible to children. They confidently move freely between rooms and the secure outdoor play area.

Expectations for children are high. Staff create a well-balanced range of educational, good-quality, planned and spontaneous activities for children. Children have a positive attitude to their learning and eagerly explore and investigate the environment. They demonstrate good levels of confidence and perseverance during their chosen activities. For example, during a construction activity, children carefully build a tower using connecting bricks. Other children concentrate and keep trying to peel paper off stickers to create their own artwork.

What does the early years setting do well and what does it need to do better?

- Staff create a friendly learning environment for children. They interact with children in a positive way. Staff use their observations of children's play and make accurate assessments from this information. They use this information to plan a wide range of activities and experiences to support children in the next steps of their learning.
- Children's literacy skills are supported well. The manager, who is a good role model, enthusiastically reads a story with the children. He skilfully engages children to share what they know about the story. Children recall the events well and know what will happen next. Their learning is extended further. Children are encouraged to make marks with pens on their personal 'story map' and talk about what they are drawing. This helps to develop and extend children's interests in books and early writing skills.
- Staff support children's communication and language skills well. Younger children are encouraged to use sign language to help to communicate with others. In the main, staff listen to children and ask open-ended questions to engage children in conversation. However, on occasions, some staff are over enthusiastic and answer questions they have asked the children. This does not give children the time to think and respond and come up with their own ideas

and thoughts.

- Sometimes, during planned activities, staff do not adapt their interaction and engagement with children. Occasionally, children lose interest and do not engage with the activity or learn as much as possible. This does not help or encourage children to concentrate fully and, in particular, to support their listening and attention skills to the highest level.
- Children have secure attachments with staff, who are kind and caring with them. The key person knows their key children well and is attentive to their individual needs. Staff praise children on their achievements and good behaviour. This supports children's emotional well-being effectively.
- Parents speak about the setting in a very positive way. They describe the staff team as friendly and approachable. Parents state that staff regularly share information about their child and how to help to continue to support their child's learning at home. However, not all information is gathered or exchanged fully from other early years settings where children also attend. This does not promote a truly shared approach to children's learning and development and care needs.
- Staff find out about what children can do and know when they first start. They talk to parents about how they can enhance children's learning from home and broaden their overall experiences. Staff help children to develop their social skills even further. They encourage children to form friendships with their peers and learn to play cooperatively together. Furthermore, children are provided with a broader range of art, craft and messy play activities to enhance their sensory and creative development.
- The manager and committee have a positive approach to identifying their key strengths and areas for improvement. They have addressed the previous actions raised at the last inspection. The manager completes regular supervision sessions with staff to monitor their performance and identify any training needs. This helps to raise the quality of the educational programmes and staff interaction with children.

Safeguarding

The arrangements for safeguarding are effective.

Staff are clear about their role and responsibility to protect children. They have a secure understanding of child protection policies and procedures. Staff know what could be the possible signs that a child may be at risk of harm. They complete training to keep up to date with current guidance and legislation and wider aspects of safeguarding children, such as the 'Prevent' duty. Staff deploy themselves effectively to ensure children are closely supervised and supported in their care and learning. The premises are safe and secure because the staff complete thorough risk assessments to minimise hazards to children.

What does the setting need to do to improve?

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

- make the most of play opportunities to support children's listening and attention skills
- provide more time for children to think and respond to questions to help them to share their thoughts and ideas to support their critical thinking skills
- find more ways to encourage other years settings where children also attend to share and exchange information in order to promote a truly shared approach to children's learning and development.

Setting details

Unique reference number	206810
Local authority	Derbyshire
Inspection number	10107529
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	48
Number of children on roll	32
Name of registered person	Long Eaton Pre-School Committee
Registered person unique reference number	RP522957
Telephone number	07870 847178
Date of previous inspection	3 May 2019

Information about this early years setting

Long Eaton Preschool Playgroup registered in 1966. It is located in the Long Eaton Baptist Church hall in Long Eaton, Derbyshire and is run by a committee. It employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and two at level 2. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until midday. The pre-school is in receipt of funding for early education for three- and four-year-old children.

Information about this inspection

Inspector

Judith Rayner

Inspection activities

- The inspector and the manager completed a walk around the nursery and discussed the manager's plans and reasoning for the early years curriculum.
- Staff and parents held discussions with the inspector at appropriate times during the inspection.
- The manager and inspector completed a joint observation together and evaluated the impact this had on children's learning.
- The inspector observed the children at play and assessed the impact of the educational programmes on their learning.
- The inspector spoke to the manager and nominated person of the committee about the use of evaluation, their current areas for improvement, and how they plan their staff's continuous professional development.
- The inspector sampled a range of documentation, including suitability and qualification records, staff files and written assessments of children's progress.

We carried out this inspection 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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