

Inspection of Longstanton Pre-School

Hatton Park Cp School, Hattons Park, Longstanton, CAMBRIDGE CB24 3DL

Inspection date: 14 February 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children show that they are happy and secure in this bright and welcoming pre-school. They build warm bonds with staff and are eager to tell them about special home events. Children demonstrate good levels of concentration and focus during activities. They choose freely from the available resources and direct their own play. Children delight in using 'grown-up' stationery, such as address books, to make marks and 'do writings'. They demonstrate a keen interest in writing and print. Children enjoy books and stories. They recall familiar tales, such as 'Cinderella'. Children recall that her mean sisters cannot wear the glass slipper as 'their feet are too big', but Cinderella's feet are 'just right'.

Children relish free access to the garden throughout the day. They enjoy climbing ramps, carefully walking along balancing beams and jumping skilfully between blocks and stepping stones. They count to themselves as they step. Children learn about taking care of the environment and what pollution means. Staff and children are working together towards an environmentally friendly accreditation. Children join in with planting activities eagerly and think creatively to solve problems. For instance, they use teacups to transport water across the garden to water their seeds.

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

- The manager and her team are forward-thinking and open to new ideas and approaches. They also receive encouragement, guidance and support from their area manager. The manager has implemented a number of changes since taking on the role, which staff and parents have welcomed. She has clear plans for the future, based on discussions with staff and feedback from children and families.
- All children make good progress from their individual starting points. Additional funding is used effectively to provide appropriate support for children with special educational needs and/or disabilities, such as additional staff and specialist equipment. Staff work well with other professionals to gain specialist knowledge and provide tailored learning opportunities.
- Staff make good use of their observations and assessments of children's learning to plan interesting activities and engaging resources. They support children's communication and language skills particularly well. For example, staff model and repeat words as they engage in children's play and direct conversations to extend their thinking. However, staff do not always deliver teaching that is highly responsive to children's spontaneous interests or immediate needs.
- Children's independence is supported very well. For example, staff encourage children to pour their own drinks and cut up their fruit. Children wash up their plates and cups when they have finished eating.
- Staff remind children of appropriate behaviour, such as walking indoors, using

sand carefully and sharing resources fairly. Older children create posters depicting positive behaviours, such as 'being kind'. Nonetheless, at times, staff miss the opportunity to help younger children to gain a better understanding of their emotions, expected behaviour and how their actions affect others.

- Parents speak very highly of their children's experiences at the pre-school. They praise the friendly, supportive staff, calling them 'fabulous'. Parents appreciate the daily updates about their children's activities and learning. They report that they particularly like how the newly introduced app adds to the regular exchange of information. Parents are encouraged to borrow activity bags to take home and share with their children. These help to provide varied, novel experiences for parents and children to enjoy together.
- Children join in eagerly with energetic group times. Staff share books with enthusiasm and lead children in singing action songs and counting together. Children sing with great enthusiasm and smile broadly. Staff tell stories in interesting and engaging ways. Children listen intently as staff use different voices for the characters and talk about the illustrations.
- Staff talk about the supportive, professional environment. They report that they feel valued and that their well-being is important to the management team. Staff access regular supervision and training to build on their knowledge and skills. They are enthusiastic and motivated to provide high-quality, interesting and inclusive activities for children.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff team demonstrate a secure understanding of the procedures to keep children safe from harm. They are aware of the possible signs and symptoms that might indicate a child is at risk of harm. Staff know how to report any concerns they may have about a child in their care or the behaviour of an adult. The manager ensures that staff attend child protection training regularly to keep their knowledge up to date. The provider employs thorough recruitment processes, including Disclosure and Barring Service (DBS) checks, to ensure that staff are suitable. Staff also register with the DBS update service to provide ongoing suitability checks.

What does the setting need to do to improve?

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

- review strategies for supporting children to develop a deeper understanding of what behaviour is expected of them and how their actions affect others
- develop teaching methods further so that staff interactions are highly responsive to children's individual needs and spontaneous interests.

Setting details

Unique reference number	EY551974
Local authority	Cambridgeshire
Inspection number	10143468
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children	2 to 11
Total number of places	52
Number of children on roll	126
Name of registered person	Pre-School Learning Alliance
Registered person unique reference number	RP900844
Telephone number	01954231751
Date of previous inspection	Not applicable

Information about this early years setting

Longstanton Pre-School registered in 2017. The pre-school employs seven members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday, from 7.45am until 6pm, during term time. This includes a breakfast and after-school club for school-age children. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Kate Oakley

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 manager took the inspector on a learning walk across the setting and garden to explain how the early years provision and curriculum are organised.
- The inspector held a number of discussions with the manager, the deputy manager and staff. She looked at relevant documentation and reviewed evidence of the suitability of all persons working on the premises.
- The manager and the deputy manager each completed a joint observation and evaluation of an activity with the inspector.
- The inspector spoke to children, carers and staff at appropriate times during the inspection. She also took account of the views of parents through the significant amount of written feedback provided.

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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