

Inspection of Long Itchington Pre-School And Out School Club

Long Itchington C of E Primary School, Stockton Road, Long Itchington, SOUTHAM, Warwickshire CV47 9QP

Inspection date: 21 January 2022

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 enter the setting with confidence and are greeted warmly by staff. They are familiar with routines of the day, and on entry they register their attendance by finding the card that shows their name and photograph. They then place it in their key group on the noticeboard. Children show confidence when moving between experiences. They develop secure and positive relationships with staff and go to them for help and reassurance.

Children show that they feel safe in the setting. They demonstrate positive attitudes to learning and are competent in transporting resources to different areas of the room to extend their play. For example, children bring authentic items, such as china plates, from the home corner to the dough table to display their cakes. Staff have high expectations of children, and the curriculum reflects careful planning to ensure all children make good progress.

Children demonstrate good independence skills. For example, they store their lunch boxes and water bottles, and remove and hang up their coats on arrival at the setting. Children can choose when they want to access the snack station, which is facilitated by a member of staff who encourages social interaction and conversation. Children spend time every day outside in the large outdoor play space. There are many opportunities on offer, including fixed climbing equipment and growing areas. Children also regularly visit a wooded area on the school site, where they take part in a range of adult-guided activities.

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

- The leaders have a clear and ambitious vision for the pre-school and set high expectations for staff. Leaders have a good knowledge of child development and they are positive role models for staff. Staff feel well supported, and communication within the team is extremely effective.
- Communication and language development is developed during group time, including listening skills. Children sing a 'hello and a welcome' song and staff interact well with them. A staff member confidently leads the session and other staff members sit on the carpet with the children. However, some children do not remain focused and engaged during this time and they struggle to understand the conversation about the month and the date.
- Staff use their knowledge of the children effectively to plan for their learning and well-being. For example, a new child enjoys playing with the sand, and staff set up a large tray containing sand and vehicles to support separation from the child's parent on arrival.
- Staff use resources well. There are clearly defined areas within the room including a calm corner, a dark den, a home corner with some authentic kitchen

equipment, and a creative workspace. Children demonstrate confidence in moving freely between the activities on offer.

- The outdoor space is secure and offers a range of experiences to children, including mark making, small-world play, climbing and role play. There is space for children to plant and grow plants and also a calm area that staff are developing.
- Staff use children's interests and the seasons to support their learning. For example, children develop their handling skills as they play with buckets of water and paintbrushes to clean off chalk frost patterns that were drawn onto the playhouse by staff. They move freely between different areas, using the brushes and water to make marks on many play surfaces and on the ground.
- Children demonstrate a positive attitude to learning and communicate well with staff. However, staff do not always model the correct pronunciation back to children if they say things incorrectly, for example when children miss the sounds off the ends of their words.
- Children demonstrate good levels of personal, social and emotional development. They communicate confidently with visitors by sharing the play dough cakes they are making, and they talk about the size of the cakes and the decorations they are using.
- Parents talk positively about the setting and feel confident that their children are safe and well cared for. They comment that staff are approachable and listen carefully to the needs and wishes of parents. They feel that staff know their children well and share information effectively.

Safeguarding

The arrangements for safeguarding are effective.

The leaders and trustees prioritise the safety and well-being of children and staff. Staff know the potential signs that may indicate a child is at risk, and are aware of potential risks to older children. They access ongoing child protection training, and leaders monitor overall safeguarding knowledge to ensure staff are clear and confident about the safeguarding procedures within the setting. There is a staff notice board where all child protection information is displayed. Staff also know how, when and whom to refer concerns to or seek advice from, in line with the local child protection procedures.

What does the setting need to do to improve?

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

- ensure that all staff are repeating the correct pronunciation of words back to children so that they hear words modelled correctly and in context
- reduce the time that children spend on the carpet at group time and ensure that group activities reflect children's level of understanding.

Setting details

Unique reference number	EY563360
Local authority	Warwickshire
Inspection number	10191614
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 10
Total number of places	65
Number of children on roll	98
Name of registered person	Long Itchington Pre-School CIO
Registered person unique reference number	RP563359
Telephone number	01926 811400
Date of previous inspection	Not applicable

Information about this early years setting

Long Itchington Pre-School And Out of School Club registered in 2018 and is situated in Long Itchington, Warwickshire. The pre-school operates from 9am to 3pm Monday to Thursday, and from 9am to midday on Friday. The out-of-school club operates from 7.45am to 8.45am each weekday and from 3pm to 6pm from Monday to Thursday and 3pm to 5pm on Friday. The setting is open for 46 weeks of the year. It provides funded nursery education for children aged two, three and four years. The setting employs six staff, all of whom hold relevant qualifications at level 3 or above. The manager holds a level 5 qualification.

Information about this inspection

Inspector

Lisa Gadsby

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The leaders and the inspector completed a learning walk together of all areas of the out-of-school provision and pre-school and discussed the early years curriculum.
- The inspector spoke to staff during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation of a communication and language group time activity.
- The inspector observed the interaction between children and staff.
- The inspector held a leadership meeting with the manager

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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