

Inspection of Long Bennington Pre-School

St James Hall, Main Road, Newark NG23 5DJ

Inspection date: 27 June 2022

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	Good
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What is it like to attend this early years setting?

The provision is good

Children confidently and excitedly enter the pre-school, leaving parents with ease at the door. Children independently hang up their coats and bags. They find their picture cards and put them next to faces showing different emotions to show how they are feeling. This gives children a sense of belonging. Children look out for their friends and enjoy playing with them. They are kind to each other and share the toys well. Staff have high expectations of children's behaviour and praise children's thoughtfulness to each other. For example, when an older child helps a younger child with the tape dispenser on the construction table, staff talk about the importance of being helpful and respectful.

The effective key-person system enables children to feel safe, secure and to want to explore the well-planned environment. Children are inquisitive and eager to explore activities. They enjoy making their own play dough, commenting on whether they need more water or flour from the dispensers. They knead the dough, strengthening their hands and fingers ready for writing. Staff notice when children who are new to the setting want to join activities but are unsure. They provide sensitive support, enabling children to feel confident to have a go and take part.

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

- Staff provide children with a curriculum which builds on what they already know and can do. For example, after listening to 'Jasper's Beanstalk', children sell plants at the pretend garden centre. Children practise naming plants and develop counting skills as they put money from the sale of the plants into the till. However, occasionally, staff do not successfully meet children's learning needs in planned activities. Therefore, some children do not gain the most from these learning experiences.
- Children have lots of opportunities to practise their communication and language skills, for example they enjoy stories, rhymes and songs. Staff narrate what children are doing and rephrase what younger children say, expanding on their vocabulary. Staff recognise the importance of listening to children and modelling language. For example, they fluently explain comparative language to describe the size of objects.
- Staff consistently encourage children's independence, for example at snack time children serve themselves. Staff are skilful in providing just the right amount of support to enable children to achieve things without getting frustrated. For example, young children are encouraged to take their slippers off and put their shoes on when going outside to play. Staff demonstrate and give clear instructions, so children are very pleased with their own achievements.
- Parents are positive about the pre-school and the staff. They comment that the

staff are 'friendly, approachable' and their children, 'love attending'. However, staff have not ensured all parents know what they can do to support their child's learning at home.

- Children learn about similarities and differences between themselves and others, for example they look at pictures of different aged men, women and children from a variety of cultures. Children develop an understanding of the world around them and how to safeguard and respect the environment. They recycle materials from the rubbish and compost waste food from lunchtime.
- Children's physical health is promoted well through provision of nutritious snacks, regular fresh air, and exercise. Staff provide ample opportunity for all children to be physically active outdoors. For example, children enjoy pretending to drive tractors and talk about moving hay bales as they have seen their parents doing this at home. They talk to staff about insects they have found and try to identify them. This helps children to develop confidence and coordination skills. Furthermore, staff use snack times and mealtimes to help children understand the benefits of eating well.
- The manager ensures staff are supported with an effective supervision process. She encourages staff to discuss their key children as well as their own development. Staff feel very supported by the leaders in the pre-school. The manager has a clear vision for the development of the setting and uses training effectively to develop staff knowledge.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a strong understanding of the different types of abuse and the possible signs that may indicate a child is at risk of harm. They know what procedures to follow if they have concerns and they understand how to make a safeguarding referral themselves. The manager and staff team ensure that the premises are safe and secure. The committee and manager follow robust recruitment procedures to make sure that staff are suitable to work with children. Adult-to-child ratios are met and staff are well deployed to meet the needs of the children.

What does the setting need to do to improve?

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

- refine the implementation of the curriculum, to focus sharply on children's next steps in learning
- extend the partnerships with parents further to help all parents understand how to support their child's individual learning at home.

Setting details

Unique reference number	EY482742
Local authority	Lincolnshire
Inspection number	10236524
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 4
Total number of places	24
Number of children on roll	28
Name of registered person	Long Bennington Pre-School CIO
Registered person unique reference number	RP534085
Telephone number	07816537242
Date of previous inspection	14 September 2016

Information about this early years setting

Long Bennington Pre-School registered in 2014. The pre-school employs five members of childcare staff. Of these, one holds an appropriate early years qualification at level 6 and three at level 3. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am until 3.15pm on Monday to Friday. The pre-school offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lianne McElvaney

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 his evaluation of the provider.
- The manager took the inspector on a learning walk around the pre-school to share what the staff provide and how this assists children in their learning and development.
- The quality of teaching during activities indoors and outdoors was observed, and the inspector assessed the impact this has on children's learning.
- The inspector spoke with management, staff, parents and the children at appropriate times throughout the inspection.
- The inspector carried out joint observations with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff.

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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