

Inspection of Longthorpe Preschool

The Village Hall, 295 Thorpe Road, PETERBOROUGH PE3 6LU

Inspection date: 30 June 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 Good

What is it like to attend this early years setting?

The provision is good

Children receive a warm welcome from staff as they arrive at the pre-school and eagerly explore the various activities available to them. They soon become settled, happy and engaged in their chosen activity. Children enjoy the company of the experienced staff and demonstrate their trust and security in them as they engage in risk taking. For example, following a minibeast hunt, children are encouraged to hold the minibeasts and enjoy the tickling feeling they make as they wriggle around on their palms.

Children enjoy listening to stories and looking at books throughout the day. They access books, both indoors and outside, and benefit from focus stories that staff introduce over the term to build children's literacy skills. For example, characters and repetitive phrases are available on a storyboard for children to recap and sequence the events. Staff have created a library in the pre-school where children choose books to take home and share with their parents.

Children enjoy playing and exploring in the home corner, which is enhanced with familiar items for the children to access. For instance, staff have created scented bags of herbs and spices, and provide food packets that represent those at home. Children access naan baskets and create food items from play dough as they replicate home life in their play.

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

- Staff ensure children have lots of opportunity to learn about the natural environment and all living things. They have access to a garden area that includes fruit and vegetable patches, where children grow their own healthy snack foods and care for their crops. They benefit from forest school activities, where they learn about the habitats of minibeasts and other visitors to their garden, such as toads and birds.
- The manager has built strong links with a local residential care home. Children enjoy visits to and from the residents, and happily share stories and songs. During the COVID-19 pandemic, children were supported to continue this special relationship. For instance, they visited the care home at Christmas and residents enjoyed listening to the children singing carols from the garden.
- Staff have high expectations of children's behaviour and act as positive role models. Children are supported to take turns with equipment. For example, staff use sand timers as a visual aid to support this area of development. Children develop a sense of belonging as they are involved in the pre-school's daily tasks. These include, preparing snack, caring for plants and sweeping the garden area.
- Staff working with children with special educational needs and/or disabilities (SEND) are knowledgeable and work closely with parents and other

professionals. They have created a calming sensory area that key persons utilise, providing targeted one-to-one support to meet children's specific needs and help them make progress in their learning.

- Parents are positive about the pre-school and staff. They state that they are well informed about their child's progress and what they need to learn next. Parents comment on the support they receive from staff, particularly with regards to accessing support for children with SEND. Parents describe the staff as being 'warm, friendly, kind, patient and extremely nurturing towards the children in their care'.
- Staff talk to children as they play. They ask children questions, comment on their play and describe their actions. However, staff are not always ambitious with the language they use when talking with children, to extend their vocabulary more widely.
- The management team and committee are passionate about their role to support children and families. Staff confirm they feel exceptionally well supported in their roles and are encouraged to access training to improve their skills. However, staff do not always share strategies among the staff team to ensure the children receive continuity in their learning. That being said, managers are aware of this and are taking steps to support this area of development.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that staff receive regular training about child protection and safeguarding issues. Robust recruitment processes are followed to help ensure that adults are suitable to work with children. Staff confidently fulfil their role to protect children from harm. They know the possible signs of abuse and the procedures to follow should they have any concerns about a child. Staff receive regular supervision meetings with managers and updates about wider safeguarding issues, such as the risk of children being exposed to extremist views. They ensure the premises are safe and secure. For example, they clear bark from pathways and explain to children the reasons why, encouraging them to help.

What does the setting need to do to improve?

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

- enhance staff understanding and practice of how to help children develop a wide and varied vocabulary.

Setting details

Unique reference number	256784
Local authority	Peterborough
Inspection number	10234457
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	37
Name of registered person	Longthorpe Playgroup Committee
Registered person unique reference number	RP517192
Telephone number	07708 874469
Date of previous inspection	21 September 2016

Information about this early years setting

Longthorpe Preschool registered in 1994. The pre-school employs seven members of childcare staff. Of these, three hold appropriate early years qualifications at level 2 to 3, and the manager holds a level 4. The pre-school opens on Tuesday, Wednesday and Thursday, term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Louise Harris

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 area manager joined the inspector on a learning walk and talked to the inspector about their curriculum, and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- 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 inspector carried out a joint observation of an outdoor activity with the manager.
- Parents shared their views of the setting with the inspector.

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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