

Inspection of Long Crendon Pre-School and Out of School Club

C/o Long Crendon School, Chilton Road, Long Crendon, Aylesbury,
Buckinghamshire HP18 9BZ

Inspection date: 21 November 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 arrive at pre-school happy; they demonstrate a positive attitude to learning. They dig for buried treasure in the sandpit, shouting with excitement when they find a shiny stone. Staff support and challenge children's mathematical skills. They help them to work out how many more stones they need to find. Children scoop dried rice into containers and use the weighing scales to measure which one is the heaviest.

Children have many opportunities to practise their physical skills. They thoroughly enjoy singing and dancing to music and steer bicycles around the garden. They roll hoops and race cars down the slide. Children skilfully cut out decorations using scissors and decorate them to put on the Christmas tree.

Children are learning to be independent in preparation for moving on to school. They put on their coats and wellington boots when going outside and empty their plate after lunch. Children sit on the carpet and eagerly listen to familiar stories. Staff remind them of the rules while at pre-school, such as using their 'listening ears' and 'kind hands'. Children learn how to keep themselves safe. For example, they talk about using their 'walking feet' when indoors.

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

- Leaders and managers provide a well-planned early years curriculum to support children's learning and development. Staff gain information from parents to find out what children know and can do. The staff target children's communication and language skills and their emotional and physical development. The curriculum offers a variety of well-presented learning opportunities that link to children's interests. Although, on occasions, there is less focus on the specific skill or knowledge staff want children to learn. Additional funding is used well, which supports the families and children that attend.
- Children focus on their play for long periods. For instance, they have great fun using their imagination building a campfire and toasting marshmallows. Staff teach children to learn words to help them express their emotions. For example, they draw faces on the 'gingerbread person' reflecting different expressions, and staff talk to children about how they feel today.
- Communication and language skills are well supported. Staff read stories to children and encourage them to enjoy books to help support their learning. Children sing familiar songs and use musical instruments to encourage their creativity. Staff provide time for children to speak about what they have been doing during the day. For example, during snack time, they talk about how they enjoyed playing in the tent. Staff promote children's language throughout all areas of the curriculum. They use labels and help children learn new words to

extend their vocabulary.

- There are positive relationships formed between the key person and the families they care for. Regular observations and discussions with parents/carers enable the key person to get to know children well. Staff help children to learn how to keep themselves safe. For example, they talk about using their 'walking feet' indoors. Staff help children to learn about healthy eating and a balanced, nutritious hot meal is provided.
- Parent partnership is good. They feel well supported with their child's learning and have developed positive relationships with their key person. Staff work in partnership with other professionals who support children, including those who have special educational needs/and or disabilities. This enables targeted action to be provided to those children who need it.
- The provider has a good overview of the pre-school and how they operate. The nominated individual regularly visits the pre-school. Every term, the committee holds a meeting with the manager, who provides an overview of what has been happening in the pre-school. The manager observes staff practice and uses this as part of the supervision arrangements to identify training needs. During staff meetings, the manager shares information with the team to ensure their knowledge of any changes to legislation is kept updated.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of child protection procedures to protect children and keep them safe. They attend training and have regular discussions to keep their knowledge updated. For instance, when a child arrives with an injury, they speak to parents and maintain a record of the information provided. Staff are vigilant and effectively supervise children throughout the daily routine. The provider follows safer recruitment procedures to check that staff working with children are suitable to do so. Staff are vigilant at mealtimes; all lunch boxes are checked on arrival to ensure the food included is not harmful to others and there are no choking risks.

What does the setting need to do to improve?

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

- continue to support staff in gaining a clear understanding of how to focus teaching on the intended learning.

Setting details

Unique reference number	509746
Local authority	Buckinghamshire
Inspection number	10228037
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 11
Total number of places	40
Number of children on roll	43
Name of registered person	Long Crendon Pre-School and Out of School Club Committee
Registered person unique reference number	RP910869
Telephone number	01844 202 221
Date of previous inspection	6 December 2016

Information about this early years setting

Long Crendon Pre-School and Out of School Club registered in 2006. The pre-school is open from 8.45am to 3pm on Monday to Friday, during term time only. In addition, the out-of-school club provides care from 8am to 8.45am and 3pm to 6pm on Monday to Friday, during term time only. The provider is in receipt of funding to provide free early years education to children aged two, three and four years. The provider employs 13 members of staff. Eight staff hold a recognised childcare qualification. The manager holds a level 6 qualification, while the other seven staff are level 3 qualified.

Information about this inspection

Inspector
Maria Conroy

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 manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector spoke with the nominated individual about the leadership and management of the pre-school.
- 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 a group 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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