

Inspection of Longwick Preschool

Longwick Village Hall, The Green, Longwick, Princes Risborough, Buckinghamshire
HP27 9QY

Inspection date: 20 April 2023

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 are happy and motivated to learn at the pre-school. They settle well and freely choose what they would like to do. Staff are nurturing and sensitively support any children that may feel unsure or find it hard to separate from parents. They are responsive to their individual needs and take time to make sure they feel comfortable and secure. Children form close bonds with the staff and positive relationships with their friends.

Children benefit from a well-structured curriculum that staff have designed to ensure they are well prepared for their eventual move to school. Staff use children's interests and knowledge of each child's stage of development to plan experiences that build on what children know and can do. They identify where children may benefit from additional support and make sure all children, including those with special educational needs and/or disabilities (SEND), make the best possible progress in their learning.

Staff place a strong emphasis on supporting children's communication and language development. They have high expectations for what children can achieve and encourage them to become confident talkers. For instance, children sit together in small groups and tell stories. They listen to each other and wait for their turn to talk. Children describe what they have drawn and dictate a story they have made up. Staff write down their stories so children can see what their words look like in print. Children are highly imaginative and love sharing their ideas together.

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

- Staff support children to develop their physical skills. For instance, children build the small muscles in their hands as they use pincers to pick up peas and transfer them into pots. They practise their aim and coordination as they throw soft balls at sticky targets. Children have plenty of opportunities to move their bodies and be physically active throughout the day. They strengthen their fine and gross motor skills in preparation for their future learning.
- Staff provide children with first hand opportunities to learn about the world around them. For example, children go to the local post office and attend a forest school session at the nearby primary school. They look at a map as they learn about where we live and talk about other countries. Children regularly visit a care home for the elderly where they take part in music and movement or story sessions with the residents. Children develop their understanding of different people, places and their local community.
- Staff create a good balance between adult-led and child-initiated play. Their interactions with children are of high quality. However, sometimes staff teach

children in larger groups and do not organise these activities as effectively as possible to ensure that all children maintain their focus and engagement.

- Leaders create a setting that is inclusive and accommodates all children. They use additional funding well to meet children's specific needs. The manager works closely with external agencies, such as occupational therapists and the local authority to ensure that support is in place for children with SEND.
- Staff encourage children to behave well. They set clear routines and boundaries so that children understand what is expected of them. Where children struggle, staff use a gentle and positive approach to support them. Children learn to share, take turns and recognise different emotions and feelings. They develop their social skills as they form friendships and play together with others.
- Staff give children opportunities to do things independently. For instance, after eating a healthy snack, children wash and dry their plates and cups by themselves. They work together to put things away and concentrate and focus on the task. Children manage their own self-care and take pride in being responsible and helpful.
- Leaders have systems in place to communicate with parents. They hold parents' evenings throughout the year to discuss children's progress. Overall, parents are positive about the pre-school. However, there is inconsistency in quality of information-sharing with parents. Arrangements to use an online system, while effective for most parents, have been problematic for others.
- The pre-school committee support the management team well and help them to continuously improve the provision for children. Staff feel valued in their roles. They benefit from opportunities to continue their professional development. For instance, training in understanding autism has helped staff implement new techniques and have greater awareness of how to identify emerging needs.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that children's safety is their highest priority. They provide staff with regular and up-to-date safeguarding training. Staff have a clear understanding of the signs and symptoms that might indicate a child is at risk of abuse. They know their responsibilities are to record and report any concerns about the welfare of a child. Leaders have robust procedures in place to check staffs suitability. Staff ensure the premises are secure and safe for children attending. They teach children how to keep themselves safe. For instance, children learn about road safety as they act out crossing a road and learn about different-coloured traffic lights. They learn how to use hammers and nails safely with close supervision from staff.

What does the setting need to do to improve?

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

- support staff to develop the organisation of larger adult-led group activities to ensure that children maintain their focus and fully benefit from the learning experiences
- strengthen partnership with parents to ensure that all parents can access good communication about their child's progress and daily routine.

Setting details

Unique reference number	140864
Local authority	Buckinghamshire
Inspection number	10285408
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	36
Number of children on roll	40
Name of registered person	Longwick Pre-School Committee
Registered person unique reference number	RP906828
Telephone number	07564 819666
Date of previous inspection	5 October 2017

Information about this early years setting

Longwick Preschool registered in 1990. It is situated in the village of Longwick, between Princes Risborough and Thame, Buckinghamshire. The pre-school is open Monday to Friday, from 9am to 3pm, during term time only. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. There are six staff, four of whom hold relevant childcare qualifications at level 3.

Information about this inspection

Inspector

Alice M Roberts

Inspection activities

- This was the first routine inspection the pre-school 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 setting.
- Parents shared their views of the pre-school with the inspector.
- The inspector spoke with staff at appropriate times during the inspection.
- The 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 observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The manager and inspector carried out a joint observation of an activity.

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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