

# Inspection of Longford Pre-School Playgroup

Old Court, 129 High Street, Newport, Shropshire TF10 7BH

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Inspection date: 14 December 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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**

The manager and staff have high expectations for children's behaviour and are successful in helping them learn how to manage their feelings. Children learn strategies such as how to manage feelings of anger and how to respond when a friend has upset them. Staff use a consistent approach to help children learn to share and take turns. Children show they feel happy, safe and secure in the care of the staff, who are attentive and kind.

All children progress well from their starting points, including children with special educational needs and/or disabilities (SEND). Staff provide all children with individualised learning programmes and targeted interventions to help them progress well. For example, during communication and language group sessions, staff successfully help each child to progress towards their developmental milestones. This includes practising the sounds in words, having the confidence to share their ideas and taking turns during an activity with a small group of friends.

Children are well-motivated to learn. Staff make good use of daily routines, such as snack time, to help children to practise their skills and gain new knowledge. Children pour their own drinks and notice that the jug of milk is 'heavy' and 'full'. Staff help them to learn mathematical language to describe a 'cube' of cheese.

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

- The manager carefully reviews the service and continuously looks for ways to further improve. They have recently extended the provision for children's physical development so that they can provide a wider range of physical activities indoors and outdoors. The pre-school committee is committed to ongoing improvements, such as renovation projects and maintenance of the buildings.
- The manager provides staff with effective ongoing supervision, guidance and training. Recent training has helped staff to extend their knowledge of supporting children with SEND and helping children with language delay. This has had a positive impact on children's progress.
- Staff make good use of their observations and assessments of children to plan for their learning. They use this information to make timely referrals so that children with SEND receive further support from outside agencies. The manager has extended the communication with other settings where children attend so that information is shared frequently to provide continuity for children's learning.
- The manager has developed a progressive curriculum that helps children to build on their knowledge and skills, for example to build greater strength and sense of risk for older children when they access the physical development resources. However, she has not identified where aspects of the curriculum and teaching

can have an even higher level of ambition to challenge children fully in their learning.

- Children develop a love of reading and writing. While writing Christmas cards, they concentrate as they identify the first sound in names and write the corresponding letter. Children are proud of their achievements and announce, 'I'm so good a writing.' Children thoroughly enjoy reading books to themselves and listening to stories. They frequently take books to staff for them to read. However, staff have not designed the learning environment to ensure that children can practise their reading and writing skills through a wide range of their play interests.
- Children enjoy the company of their friends and are sociable. They develop storylines in their role play, such as playing schools. Children take it in turns to be the teacher. They make links with their own experiences and serve food in the home corner.
- Staff support children's health well. Children learn about making healthy food choices and enjoy the nutritious snacks provided at the pre-school. Children learn about the importance of keeping hydrated, good oral hygiene and limiting the spread of germs when they blow their nose.
- Partnerships with parents are strong, and parents speak highly of the care and support they and their children receive from the pre-school staff. They appreciate the guidance provided by staff so that they can support their children's language development at home.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff prioritise children's safety. The manager is proactive in reviewing policies and procedures so that they remain updated and relevant to the local area. She finds out about current risks associated with online activities and provides parents with guidance about these. The manager and staff have a secure understanding of the signs and symptoms that may indicate a child is at risk of harm. This includes concerns related to extreme views and practices. Staff carry out effective risk assessments to ensure that children are safe while they play. They supervise children closely at all times, including at mealtimes. The manager follows safer recruitment procedures.

## What does the setting need to do to improve?

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

- extend the curriculum and teaching further to provide children with an even higher level of challenge in their learning
- enhance the learning environment to increase opportunities for children to use their literacy skills across the pre-school.

## Setting details

<b>Unique reference number</b>	208229
<b>Local authority</b>	Telford & Wrekin
<b>Inspection number</b>	10317464
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	18
<b>Name of registered person</b>	Longford Pre-School Playgroup Committee
<b>Registered person unique reference number</b>	RP525038
<b>Telephone number</b>	01952 810280
<b>Date of previous inspection</b>	23 May 2018

## Information about this early years setting

Longford Pre-School Playgroup has been operating since 1974 and is based in Newport, Telford. The pre-school employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The pre-school is open from Monday to Friday, term time only. Sessions are from 9am to 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Anne Dyoss

## 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 pre-school.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and discussed the curriculum and what they want children to learn.
- Children interacted with the inspector during the inspection.
- 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 on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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