

Inspection of Longstanton Pre-School

Hatton Park Cp School, Hattons Park, Longstanton, CAMBRIDGE CB24 3DL

Inspection date: 23 January 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children settle well and have formed secure bonds with staff, who are very warm and caring towards them. However, some staff do not have all the skills they need to help children make consistently good progress in their learning. They do not implement the curriculum effectively enough so that it builds on what children already know or what they need to learn next. Nevertheless, staff provide a welcoming and secure environment, where children show that they feel safe. This helps them to develop their confidence.

Children's behaviour is good. Staff explain the rules to children to help them understand why it is important to share. Children readily take turns to push the cars down the ramps. Staff encourage children to manage their personal care. Children competently wash their hands and sit at the table ready for their snack. However, staff sometimes do too much for the children, which has an impact on children's ability to do things for themselves, make mistakes and keep trying. Staff understand the importance of helping children to be ready for school. Children are gaining some of the key skills that support their future learning.

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

- The quality of teaching requires improvement. Some staff do not have the skills they need to help children make good progress in their learning. At times, their interactions with children are not sustained long enough to help each child to develop the language they need for thinking.
- The arrangements for supporting children with special educational needs and/or disabilities (SEND) are not consistently effective. Emerging concerns are not always acted on swiftly to ensure children get the help they need and reduce any differences in their learning.
- Children have opportunities to be imaginative, re-enacting familiar scenarios in the role-play area. They busy themselves 'making dinner' and gathering crockery, confidently counting out 'three plates for everyone'.
- Staff have a sound knowledge of their key children. They understand what children enjoy and use their interests to plan some of the activities. Staff gather information from parents about their children when they first start at the pre-school. This helps them to tailor the settling-in process according to children's individual needs.
- Children do not benefit from a well-designed curriculum that builds securely on what they know so that they experience consistently good learning opportunities. Some staff do not present the information effectively to children in a way that offers the appropriate level of challenge, nor do they adapt their method accordingly.
- Children develop their physical skills as they learn to balance, control their

muscles, and allow space for one another as they scoot along on ride-on toys. Staff support children as they try to walk across the stepping stones, encouraging them to persevere.

- The manager provides supervision to check staff's well-being and ensures that they have regular opportunities for training. However, the professional development of some staff is not focused sufficiently on improving their teaching skills. In addition, the monitoring of their practice is not robust enough to help staff develop the knowledge they need to become skilful practitioners.
- Children enjoy listening to stories. They enthusiastically join in, saying the familiar words. Sometimes, staff encourage them to think about what happens next.
- Staff work with parents to find out children's interests from home when they first start at the pre-school. Some parents say they are happy with the care the staff provide, and they feel their children are well supported to settle in.
- Staff encourage children to count the number of teeth on the plastic model, helping them gain awareness of mathematical concepts. Together, they talk about the importance of cleaning their teeth with regular brushing.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
support staff to implement a curriculum that clearly identifies what it is that all children need to learn and reflects their individual needs and offers appropriate challenge, to help them make good progress	26/07/2024
improve arrangements for supporting children with SEND so that any emerging concerns about a child's development are acted on promptly	26/07/2024

focus professional development plans on improving staff's skills and knowledge to help them to support children in building on what they already know and can do.	26/07/2024
---	------------

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

- improve the monitoring of staff practice to develop their knowledge and understanding of how children learn so that all children benefit from consistently good-quality learning experiences.

Setting details

Unique reference number	EY551974
Local authority	Cambridgeshire
Inspection number	10326346
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory 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	145
Name of registered person	Pre-School Learning Alliance
Registered person unique reference number	RP900844
Telephone number	01223 491623
Date of previous inspection	14 February 2020

Information about this early years setting

Longstanton Pre-School registered in 2017. The pre-school employs nine members of childcare staff, five of whom hold appropriate early years qualifications at level 3. It opens Monday to Friday, from 7.45am until 6pm, during term time. This includes a breakfast and after-school club for school-age children. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Emma Bright

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 manager and has taken that into account in their evaluation of the pre-school.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector observed activities, indoors and outdoors, and assessed the impact these have on children's learning.
- The manager and the inspector completed a learning walk together to discuss and understand how the early years provision and the curriculum are organised.
- The inspector completed a joint observation with the manager.
- The inspector had discussions with staff at appropriate times during the inspection. She took account of parents' views through verbal feedback.
- A meeting was held between the inspector, the manager and area manager. The inspector looked at relevant documentation, including evidence of the suitability of staff and the record of children's attendance.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024