

Longford Pre-School Playgroup

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

Inspection date	16/12/2014
Previous inspection date	08/05/2014

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Good priority is given to safeguarding children. As a result, staff are fully aware of their roles and responsibilities in reporting concerns to ensure children's safety.
- Effective partnerships with parents, carers and others promotes a consistent approach to meeting children's needs at the other settings some of them attend.
- Teaching is effective as all staff have a strong understanding about how to promote children's learning and development. Consequently, children's progress is good given their starting points and capabilities.
- Children form strong secure attachments to their key person and other adults working in the pre-school. As a result, children are confident, happy and have a strong sense of belonging.

It is not yet outstanding because

- Children are not always able to freely access all resources within the indoor environment to support even higher levels of independence and overall development.
- The management has not yet sharply focused the monitoring of staff performance so that teaching has the highest impact on children's learning.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed children's activities inside and outside, and carried out a joint observation of an activity with the manager.
- The inspector checked evidence of the suitability and qualifications of staff working with the children and committee members.
- The inspector took account of the views of parents spoken with on the day.
- The inspector held meetings with the manager, and spoke with the staff and children.
- The inspector looked at records of children's learning and development and a range of documentation, including, policies, accident, medication and staff training courses.

Inspector

Lesley Bott

Full report

Information about the setting

Longford Pre-School registered in 1974 and is on the Early Years Register. It operates from three rooms in a converted building in Newport, Telford. The pre-school serves the immediate locality and also the surrounding areas. Children have access to an enclosed outdoor play area. The pre-school employs five members of childcare staff. All hold appropriate early years qualifications at level 3, and one has Qualified Teacher Status. The pre-school opens Monday to Friday, term time only. Sessions are from 9.15am until 12.15pm with lunch cover until 1.15pm. Children attend for a variety of sessions. There are currently 11 children attending who are in the early years age group.

What the setting needs to do to improve further

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

- strengthen systems for monitoring and evaluating staff practice, for example, by supporting staff in observing colleagues, in order to further enhance their already good practice and improve teaching even further
- increase opportunities for children to gain access to all resources within the indoor environment.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a good knowledge of the requirements of the Early Years Foundation Stage. They have a secure knowledge of how children learn and use this to ensure that they support children effectively. They understand how children learn and provide stimulating and challenging activities to promote their development. Relevant and important information is gathered from parents when their children first start. This information is used to good effect, to help staff identify what the children know and can do. This means staff provide children with realistic and purposeful activities that are based around their individual interests and needs. Parents are involved in their child's learning. For example, they regularly have opportunity to view and comment on their child's learning journal. This helps them to know where their child is at in their learning, and what topics staff are working on. Staff comprehensively complete the progress check for children aged between two and three years. This information is used to effectively plan and close any gaps in the children's learning. This ensures that all children make the best possible progress from their individual starting points.

Staff follow children's interests when planning activities and experiences. For example, children are interested in castles and effectively make a castle with the blocks, pointing

out where the chimney is to staff as they talk about how Father Christmas will get into the castle. This helps children to become motivated learners through their imaginative play. Children enjoy choosing different activities within the varied zones around the room. They choose to play in the book corner, learning how to handle books appropriately and beginning to understand about print carrying meaning. However, staff do not always organise all resources effectively. Children are not able to easily access some equipment as it is stored on high shelves. Consequently, children are not able to always access resources independently to consistently support their overall learning or promote their independence.

Staff prepare children well for their next stage of learning as they help children to develop their literacy skills. For example, children find their own name and picture when they arrive, to hang their coat and bag. Older children begin to recognise other familiar words, such as the days of the week and the date, as they participate in small group work with their key person. Children enjoy imaginative and creative play. Movement to music sessions are a particular favourite enjoyed by all the children. They dance and move as they sing familiar songs and listen to different styles of recorded music. These activities provide rich and purposeful opportunities for children, therefore, helping them to develop skills needed for their future learning and preparing them well for moving onto school.

The contribution of the early years provision to the well-being of children

Staff spend time gaining information from all parents prior to their children starting at the pre-school. As a result, children receive lots of reassurance as they separate from their main carers and quickly settle as staff know and understand their interests, likes and dislikes. Staff displays photos of people who are special to the children, such as their family. This helps children to feel confident and secure within the pre-school. Consequently, children are beginning to bond and form effective attachments with their key person. Staff know children very well and work closely with parents to ensure daily routines and care practices effectively promote children's emotional well-being. Parents are invited to attend specific events with their children, such as celebrations and special events. For example, the children took part in a Christmas performance. This promotes children's confidence, giving them strong emotional well-being in readiness for effective learning and future moves to other early years settings or to school.

Staff are positive role models and use consistent strategies to help children know and understand about keeping themselves safe. Staff promote children's knowledge of how to keep themselves safe effectively demonstrating how to use equipment in an appropriate way. For example, staff explain how to carefully use knives when preparing food for snack time. In addition, children learn about the impact of tidying toys away to clear space before sitting down for circle time or snack time. Children are able to identify where the equipment goes through print and pictures on the boxes and shelves. The nursery is warm and welcoming. Staff use brightly coloured displays to effectively display information for parents and show examples of the children's work. As a result, children appear confident in their surroundings. Staff use visual timelines to help children know and understand about the daily routines. Children enjoy being the 'helper' of the day as they take on extra tasks, for example, by helping to prepare the food and the table for snack time. This

supports the children's understanding of turn taking and respecting each other.

Staff encourage children to develop their independence by giving them lots of opportunities to do things for themselves and offering lots of praise. Children manage their own needs, with help from staff only when required. For example, children are able to serve themselves at snack time, and can put their own coats on to go outside, demonstrating their growing personal independence in readiness for school. Children's healthy lifestyles are fully promoted by staff. Children enjoy a wide variety of fresh fruit and vegetables for snack as they learn about the benefits of healthy eating. Regular daily opportunities are in place for children to spend time outside, taking in the fresh air and exercising their bodies. For example, they use the ride-on bicycles and negotiate slopes and steps on the climbing frame. This ensures children's physical health and development is well supported.

The effectiveness of the leadership and management of the early years provision

Robust policies and procedures are in place to meet the safeguarding and welfare requirements. Staff ensure that children's safety and well-being is met through detailed and comprehensive policies. For example, the premises are safe and suitable for purpose and staff supervise children well. Children are effectively safeguarded from harm because the safeguarding policy and procedure is detailed and comprehensive. The pre-school has a designated person to take the lead responsibility for safeguarding, and the policy is in line with the Local Safeguarding Children Board. As a result, staff have all the relevant information they need, including up-to-date contact numbers for making a referral. Staff demonstrate their good understanding of the known indicators of abuse, and are clear of their individual roles and responsibilities in reporting concerns. Children's welfare is clearly promoted because recruitment and induction procedures are rigorous to ensure staff are suitable to fulfil their roles. Suitable checks are completed for staff when they start at the pre-school. For example, Disclosure and Barring Service checks are in place for checking all staff and committee members before they commence work. There is a robust induction process for any new staff and volunteers, which means that everyone working with the children is clear about their individual responsibilities. Consequently, children's safety and welfare are promoted well.

The manager has a good understanding of her responsibility to fully meet the learning and development requirements. As a result, staff receive the training and support needed to improve the quality of their practice. For example, regular comprehensive monitoring and evaluation of the educational programmes is in place as all staff work very closely together on a day-to-day basis. Staff carry out assessments that are precise and reflect an accurate understanding of all children's skills and progress. This means that children receive good quality learning experiences. An effective and well-established training programme for staff is in place. For example, essential training courses are attended to ensure that staff's first-aid and safeguarding knowledge and skills are up-to-date. Since the last inspection, a new manager has been appointed and all actions and recommendations raised have been fully addressed to ensure children's safety and well-being. For example, all staff are knowledgeable about child protection issues and have attended recent training in

safeguarding. They are fully aware of the procedures to follow should they have a concern over a child in their care or the whistle blowing procedure. A clear improvement plan is effectively implemented by the new manager to help staff support children's achievements. Staff are now more clear about how to identify strengths and weaknesses and what action to take to improve. As a result, staff continually strive to improve and implement new ideas as part of their self-reflection process. There is now room to build on staff's already good practice by sharply focusing supervision sessions on the quality of teaching, for example, by supporting staff to observe and learn from each other's practice, so that the quality of teaching continues to improve.

Strong links are in place with the local nursery and schools, and key persons arrange regular visits to help children settle when the time comes for them to move onto the next stage in their learning. Comments from parents clearly indicate that they are very pleased with the service offered. Information on display boards provide parents with detailed information about policies, and activities of the day. This strong partnership practice ensures children receive high levels of support at all times.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	208229
Local authority	Telford & Wrekin
Inspection number	980888
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	11
Name of provider	Longford Pre-School Playgroup Committee
Date of previous inspection	08/05/2014
Telephone number	01952 810280

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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