

Longstanton Pre-School

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



Inspection date

13 February 2015

Previous inspection date

23 June 2009

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

Summary of key findings for parents

This provision is good

- Staff are consistently skilled at interacting with the children. They question them well to promote their learning and stimulate their curiosity. As a result, children are eager learners.
- Children learn the value of early writing because they have plentiful resources to make marks in spontaneous and planned activities. This prepares them very well for school.
- Children behave extremely well because staff are good role models. They show caring attitudes and enjoy being responsible for important tasks, such as sweeping up the sand or preparing the snacks.
- The manager and the staff have developed close working relationships and as a result, they work exceptionally well as a team. They make good use of their individual strengths to plan and provide challenging activities that help all children to make good progress in their learning.

It is not yet outstanding because:

- Some areas of the room are untidy because not all learning areas are clearly defined and in a few instances, the plentiful resources are not labelled to optimise children's choices.
- Occasionally, opportunities are overlooked to give parents clear individual feedback about their children's experiences in the pre-school when they are collected.

What the setting needs to do to improve further

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

- enhance children's access to the resources still further, for example, by identifying defined play spaces and providing clear labelling
- extend the feedback given to parents and carers when they collect their children so they have a clearer understanding of their children's individual experiences and achievements.

Inspection activities

- The inspector observed the children's activities indoors and outdoors and conducted a joint observation with the manager.
- The inspector held a meeting with the manager and spoke to staff at convenient times during the inspection.
- A range of documentation was checked, including staff suitability and training, some policies and procedures and the children's learning records.
- The inspector spoke with a number of parents and looked at the results of parent surveys.
- The inspector looked at the setting's self-evaluation.

Inspector

Veronica Sharpe

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff demonstrate good teaching skills. They understand when to intervene in children's play, and when to enable them to find out things independently. Consequently, children become inquisitive learners who are well prepared for school. Children's speaking and listening skills are developed well through good-quality interactions with staff. Children write with enthusiasm, for example, they chalk their names on the playground. Story times engage children's interest because staff read well and involve children in speculating about what happens next. Older children have well-developed skills in technology, for example, they operate games on a computer confidently. Staff carry out frequent assessments of children's learning and plan activities that support their individual interests. The progress of younger children, and those who speak English as an additional language, is separately monitored to ensure they all make good progress. Parents meet with their key person termly to find out about their children's achievements. However, not all parents receive daily feedback about their children's activities.

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

Strong relationships between staff and parents helps to ensure children's emotional needs are well-met. Staff help children to settle quickly and play together in harmony. They are good role models, promoting kindness and sharing behaviour. Children learn to take risks, for example, they build an obstacle course to ride their scooters over. Staff make the outdoor area available throughout the session. They positively encourage enjoyable, active games that promote children's health and well-being. Children prepare the nutritious snacks by themselves, developing their life skills. Staff talk to them about the health benefits of fresh fruit and vegetables to increase their understanding of healthy lifestyles. Children benefit from plentiful, good quality resources that support their good progress. However, the play environment is sometimes untidy and not all resources are clearly labelled to help new and less confident children find what they need to extend their learning.

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

Staff have a secure understanding of the safeguarding requirements. They have clear child protection procedures to follow and know who to contact if they have concerns about children in their care. Thorough recruitment and induction procedures ensure adults working with the children are safe and suitable. The management and staff meet regularly to monitor children's assessments and ensure they all make good progress. Regular one-to-one meetings enable staff to identify any training they need. This has resulted in a qualified and skilled staff team, who understand how to promote children's good progress. An effective evaluation plan ensures that priorities for improvement are identified and addressed. For example, they have introduced a home learning folder for parents to help them to extend their children's learning at home. Strong links with the primary school means that children benefit from continuity in their care and learning.

Setting details

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|------------------------------------|------------------------------|
| Unique reference number | EY386995 |
| Local authority | Cambridgeshire |
| Inspection number | 859012 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 26 |
| Number of children on roll | 38 |
| Name of provider | Pre-School Learning Alliance |
| Date of previous inspection | 23 June 2009 |
| Telephone number | 01954 780987 |

Longstanton Pre-School was re-registered in 2008 and is managed by the Pre-School Learning Alliance. The pre-school employs four members of staff. All hold appropriate childcare qualification at level 3. One member of staff is working towards an honours degree in early years education. Opening times are from 9am to 3pm each weekday during school term times. The pre-school provides funded early education for two-, three- and four-year-old children. In addition, the pre-school provides a breakfast club for the host school, which opens from 7.45am until 9am.

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