

Longham Community Pre-School



Longham U.R. Church, Ham Lane, Ferndown, Dorset BH22 9DP

Inspection date	28 February 2019
Previous inspection date	23 November 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The managers provide clear and purposeful leadership to the staff team. They use their experience and knowledge well, to support staff to consistently maintain good standards of care and education.
- Children thrive in the nurturing environment that staff provide. Children develop a strong sense of self-worth and have the confidence to try tasks for the first time. Staff praise children's achievements and are extremely supportive and positive.
- Children have a positive attitude towards learning. They work well during small-group activities, listen attentively and follow instructions well. Children are active and independent learners. They make good progress from their starting points.
- Staff provide high-quality first-hand experiences to help children to learn about their local community and the natural world. Staff provide ample opportunities for children to be outdoors in the fresh air, to motivate them to learn.
- Staff use valuable information from other providers, to successfully build on children's learning and provide continuity of care.
- Although staff share children's progress regularly, not all parents are clear about what their child needs to learn next to help support learning at home.
- Not all staff make the most of all opportunities to extend children's thinking fully and set further challenge in their learning.

What the setting needs to do to improve further

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

- work more closely with parents to ensure that they are fully aware of what their child needs to know next, to help them support their child's learning.
- ensure all staff consistently use every opportunity to extend learning, to fully support and challenge all children and maximise their interest and participation.

Inspection activities

- The inspector observed the quality of teaching and learning during activities indoors and outdoors.
- The inspector held a meeting with the managers, and spoke with committee members, staff and children at appropriate times during the day.
- The inspector carried out a joint observation with the managers.
- The inspector spoke to parents and took account of their views on the day of inspection.
- The inspector looked at children's records and the setting's policies and procedures, including those relating to the suitability of staff.

Inspector

Rachel Cornish

Inspection findings

Effectiveness of leadership and management is good

The managers' continual reflection and evaluation of the provision result in well-targeted plans for the future development of the pre-school. They have made recent changes, including employment of new staff, their deployment and organisation. Regular team meetings, supervision and training enable staff to evaluate and enhance their teaching skills. For example, following training, they have improved how they support children to be responsible for deciding what to learn. Managers analyse the progress of individual children and groups to identify any gaps in learning. Safeguarding is effective. Managers ensure that staff are confident about the indicators that may alert them to any concerns about a child's welfare and are aware of the procedures to follow. All staff and committee members are checked for their suitability for their roles.

Quality of teaching, learning and assessment is good

Staff observe the children and carry out regular assessments. They use this information effectively to plan children's next steps. Staff support children's communication skills well. For example, they read and sing to the children enthusiastically during circle time. Staff plan activities that are exciting and of interest to the children. For instance, older children show an excellent understanding of safety as they use saws to try to cut pieces of wood to make bird houses. Staff use children's interests and the outdoor environment well as a good base to motivate children to learn. For example, they encourage children to explore as they play in the mud kitchen outside. Younger children use their imaginations to make pizza and cakes, using whisks to mix their mud mixtures. Additional funding is used purposefully, for instance, staff have invested in a range of resources to support early mathematical skills.

Personal development, behaviour and welfare are outstanding

Staff create an extremely stimulating environment for children, which is exceptionally well resourced. This means that children are very keen to come in each day and separate from their parents with ease. Staff encourage children to try and do things for themselves. Children respond confidently, demonstrating a good level of independence and self-help skills. Staff use positive language and praise when speaking to children and are excellent role models. All children behave extremely well and have developed close friendships with their peers, listening carefully to each other's views and sharing cooperatively. This is demonstrated as children role play with doctor's equipment, taking turns to listen to a member of staff's heart with a stethoscope. Children enjoy nutritious snacks, freshly prepared at the pre-school, and are offered water to drink.

Outcomes for children are good

Children are curious learners and are keen to take part in activities. They learn a good range of skills that prepare them well for their next stage in learning and school. Children develop good communication and language skills. Most speak clearly and respond to questions. Children show excellent listening and attention skills, such as during circle time. They develop a sense of time as they talk about the day's date and enjoy counting and recognising numbers.

Setting details

Unique reference number	144293
Local authority	Dorset
Inspection number	10062632
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	30
Number of children on roll	38
Name of registered person	Longham Community Pre-School Committee
Registered person unique reference number	RP519817
Date of previous inspection	23 November 2015
Telephone number	01202 578436

Longham Community Pre-School is a committee run setting. It registered in 1976 and is situated between Wimborne and Ferndown. The pre-school is open each weekday during term time from 8.55am to 11.55am, the breakfast club is open from 8.15am to 8.55am, Monday to Friday and the lunch club is open from 11.55am to 12.55pm, Monday to Thursday. There are seven members of staff. Of these, one holds qualified teacher status, three have an early years qualification at level 3 and three have a level 2 qualification. The pre-school is in receipt of free early funding for children aged two, three and four years.

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