

# Long Bennington Pre-School

ST JAMES HALL, Main Road, Newark, NG23 5DJ



<b>Inspection date</b>	14 September 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Parents are positive about the way the pre-school is managed and meets the needs and interests of their children. They compliment staff on keeping them well informed about their children's progress. Ideas on how to support learning at home impact well on the continuity of learning and development of children.
- Staff observe children as they play and assess their progress and stage of development. They use what they know about the children to plan interesting and stimulating activities, keeping them motivated to learn.
- Children learn about the wider community and are encouraged to respect diversity. They have many opportunities to engage in community events and mix with a wide range of people.
- Children enjoy learning in the welcoming and well-planned environment. They access a range of resources which helps them to develop their skills and to prepare for their future and starting school.

### It is not yet outstanding because:

- On occasions, children are not given enough time to put their thoughts into words when questions are asked to them.
- Staff do not fully involve parents in establishing what children know and can do when they first join the pre-school. This means they do not have all relevant information to help them establish highly accurate starting points for children's learning.
- Staff have not been fully successful in involving parents in the evaluation of the provision.

## What the setting needs to do to improve further

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

- increase the opportunities for children to develop their thinking skills and allow them time to put their thoughts into words when responding to questions asked
- involve parents more fully in the initial assessment process to find out what children already know and can do when they join the pre-school
- devise ways of capturing the views of more parents in evaluating the provision to further improve standards.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and the committee chairperson. He looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Peter Towner

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Policies and risk assessments are implemented well to help ensure children are kept safe from harm. Robust procedures are in place to check that all staff recruited are suitable to work with children. Staff understand their roles and responsibilities in keeping children safe. They benefit from regular guidance and supervision. The manager works alongside her team, offering guidance and support. She encourages them to learn from each other and provides a mentor to new staff to help them gain confidence and skills in their roles. This has a positive impact on children's progress.

### Quality of teaching, learning and assessment is good

Staff guide and extend children's learning skilfully because they know the children's needs well. They keep a close check on what children can do and swiftly provide them with the support they require to be successful learners. Older children recognise their written names and younger children their own photographs. They use these to register their attendance and to record how they are feeling each day. Children count and problem solve during activities and thoroughly immerse themselves in their play. They are imaginative and inquisitive and enjoy role play, dressing up as their favourite book characters. Children are supported well to develop a growing awareness of information and communication technology. They use the computer to play simple games and to accompany their singing to popular nursery rhymes and other songs.

### Personal development, behaviour and welfare are good

Staff create a warm and stimulating environment where routines are well managed. Children are happy, receive good care and settle quickly, showing their eagerness to learn. All staff show kindness and respect. They value children's views and opinions. As a result, children respond positively to the praise and the high expectations of staff. Lunch and snack times are organised well, so children can relax and socialise while they eat nutritious food. Children have plenty of fresh air. They develop their physical skills well and freely access outdoor learning opportunities. Children dig in the vegetable area, play with water and enjoy team games. Behaviour is good and children share their toys and other resources happily. Staff successfully help children build their independence and self-esteem. Children have a good knowledge of personal hygiene and how to keep themselves safe. Good links with local schools mean that information about children's achievements is shared effectively. This helps children to make a positive progression to school and to adapt quickly to new routines.

### Outcomes for children are good

All children make good progress in their learning. They become independent and are confident to make choices about their play in the well-resourced environment. Children's communication and language skills are developing well. All children develop the skills and attitudes needed to prepare them well for their move on to school.

## Setting details

<b>Unique reference number</b>	EY482742
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	995889
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	17
<b>Name of registered person</b>	Long Bennington Pre-School
<b>Registered person unique reference number</b>	RP534085
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07816537242

Long Bennington Pre-School was registered in 2014. The pre-school employs three members of childcare staff. All hold appropriate childcare qualifications at level 3 or above. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am until 1pm on Mondays, Wednesdays and Fridays and from 9am until 3.15pm on Tuesdays and Thursdays. The pre-school offers funded early education for two-, three- and four-year-old children.

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