

Langham Preschool

Inspection report for early years provision

Unique reference number 203942
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Inspector Deirdra Keating

Setting address Langham Community Centre, School Road, Langham,
Colchester, Essex, CO4 5PB

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Langham Pre-School is run by a voluntary committee. It opened in 1990 and operates from two rooms in the community centre. Children have access to an enclosed outdoor play area. The pre-school is situated in Langham, Colchester. It is open each weekday from 09:30 to 12:00 with a lunch club from 12:00 to 13:30 on one day during term times.

The pre-school is registered on the Early Years Register. A maximum of 24 children may attend the pre-school at any one time. There are currently 44 children aged from two to under five years on roll, some in part-time places. The pre-school currently supports a number of children with learning difficulties and/or disabilities.

There are seven members of staff, five of whom hold appropriate early years qualifications to at least NVQ level 2.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are all inclusively welcomed and their needs are met in the Early Years Foundation Stage. Staff are qualified, suitable and written procedures ensure that children's needs are met through the sharing of information with parents. Partnership working with local providers and other agencies is a key strength and contributes significantly to ensuring that the needs of all the children are met. The manager and staff value the process of self-evaluation and strive towards continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- tailor schedules and routines to flow with children's individual needs and incorporate a balance of activities, delivered through indoor and outdoor play
- develop the information gained from parents of children's starting points to evaluate their progress towards the early learning goals.

The leadership and management of the early years provision

The management of the Early Years Foundation Stage is promoted by the good maintenance of policies, procedures and basic record systems. Written contracts provide most information on each child and children are protected from harm by a robust recruitment system and staff who have knowledge of safeguarding procedures. The effective use of written consents, the recording of accidents and necessary adjustments to the environment secures children's safety at all times. The organisation of resources gives children confidence to explore and learn. Resources appeal to the children who make very good use of the available space and equipment. Staff are deployed effectively and reassure children; joining in with

their play and providing good tactile support.

The cohesive staff team have a forward vision for the setting and are committed to improving their knowledge base. Improvements regarding the recommendations raised at the last inspection have been made and the manager has recently developed a good system of self-evaluation which gives a realistic and comprehensive overview of the setting's strengths and weaknesses with clear plans for improvement. The setting has also established good links with other local providers in order to provide children who attend other provisions to have continuity of care and help children's transition into school. Partnership working with outside professionals ensures that all children have their needs well met and that a fully inclusive environment is offered where all children are able to participate.

The quality and standards of the early years provision

Children are provided with a wide range of opportunities to help them make good progress across all areas of learning and development. Children play in a bright, welcoming environment that is accessible for all children and has colourful wall displays and a good range of information for parents. The equipment is eye-catching and appealing encouraging children's exploratory play and active learning. Planning is based on observations and provides a wide range of practical and enjoyable experiences across all areas with a balance of adult and child-led activities. The session starts very well, however, during the morning some younger children become restless as the routines do not always flow with their needs. Children are supported very well by staff who consistently challenge them with open-ended questions and extend their learning. Consequently, children make good progress in relation to their capabilities and starting points. Children are all inclusively welcomed and good systems including effective partnerships with parents and outside professionals ensure all children can make progress with support tailored to their individual needs.

Children settle very well and enjoy their experiences of playing together as they initiate their own play. They make choices from the vibrant resources that are set out to look exciting and inviting. Children dress-up as pirates and leap into an inflatable boat showing extremely high levels of participation and interest as they play pirates. They play an imaginary game in a small group using the exciting props to enhance their play and make it real. Practitioners supervise closely to ensure play is safe whilst allowing children to be exuberant and enthusiastic. Children are starting to calculate through practical situations and are provided with innovative games to help them recognise and grade numbers. They play a fishing game where they use magnets to catch numbered fish and match them to a number line on the wall. The staff have created a stimulating environment in which children's creativity and originality are valued. Young children sustain concentration for long periods of time as they are absorbed in a craft activity where they are able to use a range of materials to create individual artwork using their own style and method.

Parents are made to feel very welcome and receive feedback at the end of the

session. Open-mornings enable parents to view children's written records and talk to their child's designated key worker about their progress. Home contact books ensure a continuous two-way flow of information and staff value what parents tell them about the way in which children behave and learn at home. However, this is not recorded as written records do not include enough detail regarding children's learning and development.

Risks to children are minimised through the use of written risk assessments promoting a safe and secure environment. Children learn about keeping safe through topics and the sharing of ground rules. Practitioners are skilled and innovative as they facilitate the sharing of equipment, consequently, children behave well showing respect and an excellent understanding of the agreed group rules. Children are encouraged to develop positive attitudes about themselves and those who are different. They celebrate multi-cultural festivals, read stories and try different foods. Children are encouraged to be healthy and are provided with freshly prepared snacks of fresh fruit and savoury biscuits. Outdoor play and physical play are available every day where a range of equipment enables children to get exercise and develop their physical abilities.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.