



## Langham Preschool

Inspection report for early years provision

<b>Unique Reference Number</b>	203942
<b>Inspection date</b>	13 December 2005
<b>Inspector</b>	Susan Elizabeth Warren
<b>Setting Address</b>	Langham Community Centre, School Road, Langham, Colchester, Essex, CO4 5PB
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<b>Registered person</b>	Langham Pre-School Association
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Langham Pre-school opened in 1990 and operates from one room in a community centre. It is situated in the village of Langham, Essex. A maximum of twenty four children may attend the pre-school at any one time. The pre-school is open each weekday from 09:30 to 12:00, with a lunch club one day a week, during school term times. All children share access to a secure enclosed outdoor play area.

There are currently 40 children from 2 to 5 years on roll. Of these, 22 children receive

funding for nursery education. Children come from the local area and surrounding villages. The pre-school currently supports a number of children with special educational needs.

The pre-school employs six staff. Five of the staff, including the manager, hold appropriate early years qualifications. One member of staff is currently working towards a recognised early years qualification. The pre-school receives support from the Local Authority and is a member of the Pre-School Learning Alliance.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children understand and follow basic hygiene routines, they wash their hands after using the toilet and after messy play. Paper towels are provided to help minimise the risk of spread of infection. Policies and procedures are in place to protect children from infection, those who become poorly are kept comfortable until a parent can collect them. Children are excluded for the recommended period if infectious. Appropriate consent forms allow for first aid and medical assistance should it be needed.

Children have a snack of fruit or vegetables and a choice of drink and are developing an awareness of healthy eating. The lunches brought from home contain very healthy choices such as home made soup, wholemeal sandwiches, yogurt, cheese and fresh fruit and children are aware of the difference between foods that are good for them and those which are a treat.

Children's physical development is well considered. They enjoy frequent sessions outside in the safe enclosed play area where a range of challenging equipment and activities encourages them to move safely and with increasing skill and control. They walk around the large field as they look for specimens to take inside. There is a secondary hall which can be used for physical play if the weather prevents an outdoors session. Music and movement sessions make children aware of changes to their bodies as they exert themselves. Small muscle skills are developed as children use a wider range of craft and mark making tools as well as manipulative toys and construction kits.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a safe and secure environment. They have all furniture, toys and equipment to meet their developing needs. The room is well set out to allow children to move around safely and access the items they need. They understand and mostly follow the rules for safety such as not running indoors. Children practise regular fire drills and are aware of why it is important to respond to the adults when the whistle blows. Their environment is kept safe by staff vigilance and a daily check to make sure there are no hazards to children. Children cannot leave the premises

unseen and all visitors are screened before being admitted. When walking to the outside area children follow safety routines and walk in a controlled way, well supervised by staff.

Children are further protected by staff's understanding of child protection procedures. A named member of staff has received training and all concerns are dealt with appropriately. Parents are made aware of the group's responsibilities.

Policies and procedures are in place to keep children safe when on outings and in the event of non-collection at the end of a session.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children benefit from staff's understanding of the different ages and stages of development when providing activities. They use 'Birth to three matters' to inform the care and learning of the youngest children attending, and the Foundation Stage curriculum guidance when planning for children over three. Younger children are supported and made to feel settled and confident to allow them to access activities at their own level.

#### **Nursery Education**

The quality of teaching and learning is good.

Children have opportunities to participate in a wide range of activities to enable them to progress through the stepping stones. Staff demonstrate a sound knowledge of the Foundation Stage; they have undertaken training and refresh their knowledge through in-house top ups and local cluster meetings. The nursery has close links with the Early Years Development and Childcare Partnership. Clear and well presented long, medium and short term plans are in place. Activities are evaluated and observations inform staff of individual children's next stage of development. Children's achievements are meticulously recorded to clearly show their progress through the stepping stones.

Children's interest is sustained as staff are confident in their roles. They allow children to guide their own learning by taking advantage of spontaneous learning opportunities. Planning clearly shows how staff adapt activities to ensure that all children are appropriately challenged and helped to develop.

Children are active and busy. They are keen to participate and show interest in the activities as they ask questions about processes with the staff. Children have good concentration skills as seen when a child initiates a discussion about racing cars. This develops, with the help of a member of staff, into the drawing of individual racing tracks. Children become engrossed and are able to continue to work whilst the other children begin to clear away and take part in circle time.

Children develop self-esteem and are confident and eager to learn. Older children take responsibility for younger children, for example, holding hands when lining up to

go and play outside.

Children's behaviour is very well managed by staff. They are knowledgeable about each child's stage of development and set clear, positive boundaries which provides a relaxed atmosphere and benefits children's learning. Children have a clear understanding of right and wrong, they enthusiastically talk about the 'give me five' system staff use to attract children's attention. They know that when asked to 'give me five' the member of staff wants them to raise their hands and be quiet to listen for further instructions.

Children have good opportunities to find out about other cultures and beliefs by accessing the positive resources available to them and through the celebration of festivals and special occasions such as Diwali, Christmas and Chinese New Year.

Children are confident, articulate speakers both to one another and to staff. They use language effectively to communicate their ideas and their vocabulary is extended by staff asking questions which challenge their thinking. They recall real experiences and talk freely about their homes and families. For example, a child talks about helping with the Christmas decorations at home, at the weekend. Children use language expressively; describing melted chocolate as 'squidgy' when warm. Children recognise their names when they sit at tables for snacktime and some more able children are able to read simple words displayed around the room. Children enjoy using the book corner to look at a range of books. They turn the pages efficiently and know that there is a beginning and an end to a story.

Children are developing recognition of numbers. They count to ten and beyond and understand simple calculation, predicting how many will be left if one item is taken away or one added. They recognise shape and are beginning to use mathematical language in their everyday play. Opportunities for problem solving and calculation include snacktime, when children are involved in finding out how many bowls and cups are needed. Children use a range of construction toys, for example, stickle bricks, to build cars and buildings. They negotiate and share pieces, considering carefully which shapes they will need to complete their task. Children use some items of everyday technology in the role play area and have access to a laptop computer occasionally.

They are beginning to gain an understanding of time; some children talk about what they did yesterday. Children gain an awareness of their local community as they go for walks around the village and make regular trips to the local primary school. They enjoy experiencing the natural world when they go on 'nature walks'.

Children confidently sing a range of songs from memory, including seasonal Christmas songs, both individually and as a group. They are able to fully express themselves through spontaneous role play, for example, when using 'Santa's Grotto'. They use an exciting range of musical instruments to explore sound and rhythm during planned music sessions.

Children move confidently around the room and are aware of space for themselves and others. They have some physical play each day, either in the main hall, small hall or outside. Children understand about keeping healthy and talk about foods that are

good for them. They recognise that they need to be active when playing outside in the cold weather to keep themselves warm. They discuss how they feel out of breath when they have been running and about feeling warm after they have been active.

### **Helping children make a positive contribution**

The provision is outstanding.

Children's individual care and welfare needs are well considered. Staff are aware of their needs and circumstances as they regularly gather and update information held on the registration forms. Children are exposed to positive images depicting cultural diversity and enjoy celebrating a variety of world wide festivals and cultural events throughout the year. They are able to consider the needs of others as they take part in community and national events such as Children in Need day.

Children needing additional help are identified and supported appropriately to enable them to take a full part in activities and make the best possible progress. Staff work closely with parents and outside professionals and record the children's progress so they can plan appropriately to help them develop.

Children's behaviour is very good. They respond positively to staff and understand the rules of conduct within the setting. Children are encouraged to express their feelings as well as consider the feelings of others.

The partnership with parents and carers is good.

Children benefit from a positive and effective partnership with parents and carers. Parents are provided with good quality information about the pre-school, such as a prospectus, posters in the entrance hall, information about planning and regular newsletters. They are kept informed about their child's progress through regular discussion and the use of contact books. Parents can access their child's records at any time. They have opportunities for informal discussion with staff as they are welcomed into the nursery. Good settling-in procedures ensure the children are secure, happy and confident.

Children's spiritual, moral, social and emotional development is fostered. They are confident and happy and clearly understand what it means to show consideration for other's feelings.

### **Organisation**

The organisation is good.

Overall the range of children's needs is met.

Children are cared for by staff who have undergone checks and vetting procedures in line with requirements. A well written policy helps volunteers and helpers understand that they will not have unsupervised contact with children prior to all checks being completed. New staff are taken on via a comprehensive system of recruitment and take part in a well structured induction programme. All staff have regular appraisals to

address their professional development needs.

Children benefit from a well organised session with good use made of the premises, equipment and resources. Staff work well as a team and spend most of their time directly involved with the children. This includes use of the outdoor play area which is well utilised to give children play in the fresh air and a chance to develop physical skills.

All supporting paperwork and documentation is in place to a high standard, some areas are in need of updating in the light of recent changes to the National Standards. A very comprehensive and thorough operational plan has been developed which is a useful reference document for staff and parents alike.

Leadership and management is good.

Staff are valued and given the opportunity to influence the day to day practice with their ideas for activities. As a result staff are highly motivated and show genuine enthusiasm and love for their work with the children. There is a good understanding of the strengths and areas for development within the setting and staff continually strive to improve and update their knowledge by using a wide range of sources of information and training. A supportive committee includes many parents who are happy to help in many ways including fundraising and attending social events and concerts put on by the children. The group has a high profile within the community and the links are fostered to help bring depth and a wealth of experiences to the children via visitors and involvement in community events.

Monitoring and evaluation is embedded as an integral part of the planning cycle and helps to raise standards for the children in terms of refining the activities offered.

### **Improvements since the last inspection**

At the last inspection the provider was asked to ensure that documentation relating to child protection was in place and up to date. This has been done. The provider was asked to ensure that confidentiality is maintained regarding the incident record. This has been done.

As a result of these actions children's care and welfare is enhanced.

### **Complaints since the last inspection**

There are no complaints to report 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.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- review policies and procedures in line with recent changes to the National Standards.

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- review resources for information technology and everyday technology to extend children's knowledge and understanding of these areas.

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