



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 203942

DfES Number: 514413

### INSPECTION DETAILS

Inspection Date 01/12/2004  
Inspector Name Susan Catherine McGarry

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Langham Preschool  
Setting Address Langham Community Centre  
School Road, Langham  
Colchester  
Essex  
CO4 5PB

### REGISTERED PROVIDER DETAILS

Name The Committee of Langham Pre-School Association 1020141

### ORGANISATION DETAILS

Name Langham Pre-School Association  
Address Langham Community Centre  
School Road  
Langham  
Essex  
CO4 8NN

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Langham Pre-School is committee run. It opened in 1990 in its present premises and operates from The Community Centre in the village of Langham near Colchester. A maximum of 24 children may attend the pre-school at any one time. The pre-school is open each week day from 09:30 to 12:00 with a lunch club from 12:00 to 13:30 on one day. The pre-school operates during term times only. All children share access to a secure enclosed outdoor play area.

There are currently 40 children aged from 2 to under 5 years on roll. Of these 26 children receive funding for nursery education. Children come from the local area. The pre-school currently supports a small number of children with special needs.

The pre-school employs five staff. Four of the staff, including the supervisor hold appropriate early years qualifications.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

The provision for nursery education at Langham Pre-School is of high quality. It enables children to make very good progress in all areas of learning.

The quality of teaching is very good. Positive relationships are established between staff and children. They are encouraged to be independent and have high levels of self-esteem and confidence. All the staff take an active part in working with the children using their knowledge of the early learning goals. They use well considered methods for 3 and 4-year-olds and very good levels of support are provided for children with special educational needs. There are long, medium and short term plans covering all six areas of learning. Cross referencing is taking place along with identified differentiation, assessment opportunities and key learning intentions linked to the stepping stones. Evaluations are recorded. The outdoor play area is used regularly but is not fully identified within the planning process or extended enough to cover all the six areas of learning.

Children's progress is recorded, based on the stepping stones by their key workers and clearly identifies the next step of learning for them to focus on for each of their "key" children.

Leadership and management is very good. There is a strong staff team working closely together. There are good levels of support provided through the committee. Clear links exist with support agencies and in particular with the local primary school. Staff review their practice and care but no formal systems are in place.

Partnership with parents is very good. Parents are well informed about the setting, its routines and the activities provided through newsletters. There is an open day and regular contact is established with parents so they can discuss their children's progress. Good opportunities are made for them to be included in their children's learning through the sharing of reading books, diaries and through the parent rota.

### What is being done well?

- Partnership with parents is clearly valued with opportunities for them to be involved in their children's learning. Reading books and diaries are sent home with the children and they bring objects into the pre-school regularly to share with each other during show and tell time. There is a very active parent rota so they can come in and become involved in the activities and experiences with their children.
- There are many opportunities for the children to explore and investigate within the setting and when they go outside. They are taken for walks on the village playing field, into the village itself and further away to farm parks.
- Children are interested and motivated to learn. They have good levels of

independence and demonstrate high levels of involvement in their play. The methods used by the staff are very appropriate and meet their individual needs through the carefully considered planning and assessment format.

- Children's imagination is nurtured and fostered through their role-play opportunities. The role-play areas are regularly changed to sustain interest in this area.
- Close links have been established with the local primary school to ensure there is a smooth transition for those children who are moving into the reception class. Visits are arranged for the reception class children to come to the pre-school and likewise for the pre-school children to visit the school.

#### **What needs to be improved?**

- further use of the outdoor play area

#### **What has improved since the last inspection?**

There has been very good progress since the last inspection. All three key issues have been addressed.

The timetable has been reviewed to make it more flexible to allow children increased opportunities for uninterrupted play, to select activities and learn through first-hand experiences. The session allows for the children to make a decision about their snack time. The main room is used for most of the session with children able to access a smaller side room for singing, story and other activities planned for them. The organisation within the main room enables children to move freely from one activity to another and to select resources for themselves.

The planning and assessment process has been re-developed to monitor children's progress towards the early learning goals. This is used to inform the planning and enable children to build on their skills. Key workers take responsibility for recording their own children's progress using assessment records based on the stepping stones. They then clearly focus on the next step of learning for their individual children which is identified on the planning. The supervisor and deputy have both completed their DPP training and have been able to use the knowledge and skills from this to apply to their own planning and assessment format.

The sessions have been organised to ensure that children's listening skills are being developed and that they can write their names. Each child is encouraged to write their names on their pieces of work. They practice writing their names when they make cards with more able children write their own messages. There is a focus on naming and sounding letters using phonics. There is a story time session every day when all the children gather together. Props are used to support story and singing sessions. Show and tell times are also planned when children can bring in items to share with each other.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are showing high levels of involvement in their play and learning. They are interested in the activities provided and initiate their own play with confidence. They are secure and have good self-esteem which results in effective relationships with adults and each other. Children are encouraged to have personal independence and can self-select resources based in the setting. They are learning to share, negotiate and play co-operatively and their behaviour towards each other is very good.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children use language effectively to express their imagined experiences, thoughts, feelings and ideas with adults and each other fully during the sessions. They are learning to name and link sounds and letters and enjoy rhythmic activities. They can find their own names. The children can take home books to share with their parents. They enjoy story times. Children experiment with writing and handwriting activities through a range of opportunities including special time with their key worker.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children use number regularly and can count reliably up to 10 and well beyond. They recognise numerals when placing them in order using the number line, when playing games and taking part in number rhymes and songs. Children compare two groups of objects and engage in simple calculation tasks when they are presented. There are a wide range of practical activities to promote their understanding of shape, space and measures and they use mathematical language to describe and compare them.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore and investigate their environment. They visit the village playing field and go for walks, visit the primary school and go on outings to the farm. Children have access to construction toys and natural materials to build and construct with. They are learning how to use tools safely. Children have some access to everyday technology including a lap top, keyboards and electronic toys. They are provided with opportunities to gain an awareness of time, place, cultures and beliefs.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children move with confidence and control during games and activities located inside and in the outdoor play area. They are learning to respect each other's space during PE sessions and when using wheeled toys. They show an awareness of their own bodies and healthy practices through topics and discussions with staff. They practice and refine their skills of throwing, catching and kicking balls and confidently use large equipment for climbing and balancing. They can lace and thread.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children are engaged in extended role-play sequences using props and resources based in the home corner, on the floor and other areas such a "Santa's Grotto". These are regularly changed. They explore media and materials through a variety of planned craft activities and when using collage materials. They use their senses when walking through leaves and experience different types of smells and textures when using the play-dough. Children enjoy singing activities and use musical instruments.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no key issues identified from this inspection. A point for consideration is
- consider ways to fully extend the use of the outdoor play area to ensure there are opportunities provided for the children in all the areas of learning.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*