



## Langley Pre-School

Inspection report for early years provision

<b>Unique Reference Number</b>	159399
<b>Inspection date</b>	08 February 2007
<b>Inspector</b>	Denys Rasmussen
<b>Setting Address</b>	United Reform Church Hall, Langley Road, Elmers End, Beckenham, Kent, BR3 4AE
<b>Telephone number</b>	020 8402 8320 0780 3826290
<b>E-mail</b>	langleypreschool@hotmail.com
<b>Registered person</b>	Jennifer Jupp
<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?

Langley Pre-School was first established nearly 30 years ago and was taken over by the present owner in 1999.

The pre school operates from a church hall in Beckenham, Bromley and serves the local community. The children have access to a large hall, a small hall, male and female toilets both with washing facilities. There are kitchen facilities used for the preparation of food and drinks and a fully enclosed garden for outdoor play.

The pre school is registered to care for a maximum of 32 children at any one time. There are currently 47 children on roll; this includes 41 children who are funded for nursery education. The group supports children with learning difficulties. Children attend a variety of sessions each week.

The pre-school is open Monday to Friday between 09:15 and 12:00, term time only.

There are seven staff members, six of whom have a recognised child care qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

The pre school keep good records about children's health needs and dietary requirements, including any allergies. These are complied with to keep children healthy. Staff have been trained to administer a specialised treatment to a particular child in an emergency, this ensures the child's individual health needs are met. All staff are trained in first aid which means accidents are dealt with appropriately. Clear and accurate records are kept; for example, about any accidents that have occurred. This ensures parents are kept informed to protect children's health.

Children are encouraged to learn about personal hygiene through the daily routine. They wipe their nose and put the tissue in the bin; they put their hand over their mouth when they cough; and wash their hands after visiting the toilet. The use of liquid soap and paper towels helps to prevent the risk of cross contamination. However, the use of a communal washing bowl to wash off paint will compromise this. The pre school ask for appropriate written parental consents ensuring parents wishes are known. The effective sick child policy ensures parents are made aware of when their child should not attend pre school. This helps to prevent the spread of infection.

The staff incorporate a variety of foods for children to try during mid morning break. They ensure they are healthy and nutritious. For example, they are offered different types of bread, fruit and raw vegetables. The children pour their own drinks and can access water throughout the session. They are encouraged to drink particularly in warm weather and are encouraged to notice changes in their body after physical activity. They become increasingly aware of the way activity affects their bodies, for example, when they are encouraged to listen to their heartbeat. They learn that wearing sun hats and sun screen helps protect their skin from the effects of the sun. This all helps children to learn about healthy living.

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

The provision is good.

Children are cared for in a welcoming, clean and stimulating environment. The notice board in the foyer provides interesting items for parents information, such as the topics and planning for the pre school, letter and food of the week and details of a speech and language drop in clinic. The staff photographs are displayed making it clear to parents each staff's role and qualifications. The space available is well organised to provide a well rounded curriculum incorporating physical play and quieter activities on a daily basis. There are sufficient and suitable play resources and equipment for the children providing stimulating activities in all areas of learning. The children play safely with equipment because the staff ensure it is developmentally appropriate and that any broken equipment is discarded.

There are good systems in place to keep children safe. For example, the arrival and departure of children is well organised to ensure children cannot leave unattended and that only authorised people can collect them. Risk assessments are effective and measures have been put in place to minimise accidental injury. Outings are well organised with one adult to every two children ensuring good supervision keeps them safe. The child protection procedures work well in practice and all staff have attended child protection training ensuring their knowledge is up-to-date.

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

The provision is good.

Children are happy to be at the pre school. They arrive enthusiastically and quickly settle to an activity. Good relationships have been built, which enable children to feel secure within the setting. Children readily approach staff for support, enjoy the company of their peers and play well together. Children are encouraged to bring things from home to put on the 'letter of the week' table and happily follow the pre school routine.

#### Nursery education

The quality of teaching and learning are good. The comprehensive planning and assessment systems show staff have a good understanding of the Foundation Stage. This also means staff know children's starting points and use observation well to track children's progress. A play plan is completed for each child every term in consultation with parents. This is used to flag up children's achievements and next steps for learning, which is then used to inform the planning. This ensures activities are appropriate and provide children with sufficient challenge. The term before children are due to go to school they are introduced to an 'extension programme' which focuses on their mathematic and literacy skills. The effective planning and evaluation of activities ensure they are stimulating and follow the children's interest. Helping children to progress well.

Children look forward to seeing their friends and greet them enthusiastically. They play well together and are encouraged to be independent. Children learn to be kind to each other, they share equipment and cooperate well. Their behaviour is good because of the staff's skilful use of praise and encouragement. The consistent routine and visual timetable ensures children know what is coming next which helps them feel in control and secure. Children feel confident enough to approach new adults within the setting. They are keen to show what they can do and involve others in their games. Children are encouraged to engage in conversation and to listen to their friends. They reflect on what they have done during the early session at snack time; they talk about whether they enjoyed it or not and are helped by staff to evaluate what they have learnt. Children are learning about letters and the sounds they make in the words they use; this is encouraged with the use of a phonics table which displays the 'letter of the week' and objects that begin with that letter. Children confidently make their own attempts at writing and are keen to write their name on their work. Children are confident speakers and role play to act out stories. Children's mathematic skills are developed through good practical activities. They: learn about size, shape, measure and sequencing; experiment in the sand trays; cut sandwiches in half; weigh sweets in the sweet shop; and chart a graph about how many

children have particular ways in which their shoes fasten. Good mathematical equipment and effective use of number songs and computer programmes ensure children progress well.

Children's knowledge and understanding of the world is greatly enhanced through regular outings and links to role play. For example, they visited local shops to link in with the activities they are doing and the current theme of 'shops'. This helps children to learn about their local community. This also links in well to children's role play; the children played in the 'sweet shop'. The staff exploit the outdoors well for children to experience the natural environment. For example, all the children went into the garden to experiment in the snow. However, staff do not always exploit opportunities for children to have access to and investigate natural resources inside. Children have good access to computers and are skilled at completing simple programmes and are acquiring good mouse control. Parents are used as a resource to the pre school to assist children to understand cultures other than their own. Children are learning to gain control over their bodies through good physical activities such as the 'parachute game, climbing equipment and music and movement. Physical activity is well planned into the daily curriculum. Children use small equipment such as threading, scissors, rollers, cutters, stencils and malleable materials such as play dough to help develop their hand to eye coordination. They experiment with paint, using their fingers to make patterns and mix colours. Children enjoy singing familiar songs and experimenting with musical instruments. They use role play and small world equipment well to express their ideas and feelings.

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

The provision is good.

Children show a sense of belonging when they share their experiences about their family, friends and pre school during 'carpet time'. They learn about a range of food and cultural approaches to meal times. The provision of resources depicting positive images and the celebration of a variety of festivals and cultural traditions help children to understand and respect differences. There are good systems in place to support children with learning difficulties and or disabilities. Staff are sensitive to children's individual needs and liaise with outside agencies in consultation with parents. Staff acknowledge children's feelings and support them well. They help them resolve minor conflict and gently remind them of a more appropriate response. Children behave well in response to the staff's gentle and polite interaction. This positive approach fosters children's spiritual, moral, social and cultural development.

Children benefit from the positive partnership staff have developed with parents. This ensures children settle well and their individual needs are met. The introduction to the pre school meeting is held prior to admission, this provides parents and children the opportunity to meet their key worker and become familiar with the building. Ongoing dialogue, in the form of newsletters, notice board information and meetings, ensure parents are well informed about the service provided. The partnership with parents and carers of children who receive nursery education is good. Parents are informed on a regular basis about their child's progress. Parents contributions to pre school life are welcomed, for example, encouraging parents to attend pre school to support children when they are using technology or attending outings. Annual workshops are run for parents information; for example, about the foundation stage or workshops focussing on an area of learning. Parents are given ideas linking in with the topic

at pre school to continue at home. They are also given a pack which explains the foundation stage which parents commented as very useful. This helps promote children's development.

## **Organisation**

The organisation is good.

Staff have a good knowledge and understanding of child development, which enables them to meet children's individual needs well. The staff work well as a team. Their years of experience and training ensure children receive good care and education. Good recruitment procedures and the comprehensive operational plan ensure the efficient and safe management of the nursery. All procedures, with the exception of hand washing, are effective in protecting children. All the required documentation are well maintained.

Leadership and management of the nursery education is good. There is a strong commitment to develop the provision and effective systems in place to monitor and evaluate teaching. This ensures that improvements are made and any potential weaknesses are identified at an early stage. Staff are well deployed and have clear roles and responsibilities. They keep good records and evaluate activities on a daily basis, ensuring they meet their intended outcomes and that children are enjoying them. Staff development is encouraged ensuring practice is up-to date. Staff have a sound understanding of the Curriculum Guidance for the Foundation Stage and how to apply this in practice to support children's development. Parents are well informed about their child's progress and are encouraged to be involved in their child's learning.

The setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last care inspection it was recommended that the pre school include the use of the garden in written plans. This has been improved by the use of the garden now being incorporated into written plans. Spontaneous use of the garden is recorded in daily activity evaluations and short term plans. This promotes children's learning and development by fully meeting children's need for outdoor play.

At the last education inspection it was recommended that the pre school improve children's access to computers and introduce opportunities for children to reflect upon their day. This has been improved by the provider acquiring two lap top computers. Computer use is planned into the curriculum. Staff have been trained in using the software to ensure the children are well supported. In key worker groups children are encouraged to reflect on what they have been doing through group conversation. This promotes their listening and turn taking skills as well as helping them to evaluate what they have learnt.

## **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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**

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### **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):

- ensure hand washing procedures do not present a risk of cross-contamination.

#### **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):

- increase the use of natural resources for children to investigate and explore.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)