



Langho and Billington Pre-School

Inspection report for early years provision

Unique Reference Number	310282
Inspection date	06 February 2007
Inspector	Janet, Elizabeth Singleton
Setting Address	Langho and Billington Community Centre, Whalley Road, Langho, Blackburn, Lancashire, BB6 8AB
Telephone number	07986 255 643
E-mail	
Registered person	The Langho Pre-School Playgroup
Type of inspection	Integrated
Type of care	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.

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 inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

The Langho and Billington Pre-School Playgroup operates from within the Langho and Billington Community Centre. It was re-registered in the current premises in 2001 having been previously registered for over 30 years. The premises are situated on the main Whalley Road close to the rural villages of Billington and Langho. The setting has sole use of the premises during its opening times of 09.00 until 12.00 Monday to Friday and 12.15 until 15.00 on a Tuesday and Friday, during term time only. Children can access the entrance hall, a large activity hall, a small activity/sitting room and toilet facilities. There are separate staff toilet facilities, storage space and a kitchen area. All children share access to a secure enclosed play area.

There are currently 31 children aged from two to under five on roll. Of these, 18 receive funding for early education.

There are six staff members with three holding Level 3 qualifications and a further staff member working towards an early years qualification. The setting is a member of the Pre-School Learning Alliance and receives support from the Early Years teacher team.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children stay healthy because staff promote satisfactory hygiene practices, for example, washing hands before snack time and after using the bathroom facilities. Staff wipe tables before and after snack to maintain a clean environment for the children to eat and play in. Children's health is further promoted as staff have all medical details recorded to ensure individual needs are met. The staff meet children's first aid needs by ensuring the first aid box is fully stocked and by holding a current first aid certificate.

Children's dietary needs are met satisfactorily as they enjoy toast and fresh fruit and have a choice of milk or water to drink at snack time. Children can access a drink of water during the session and can monitor their own needs, should they require a further drink during their play.

Children develop their physical skills as they ride their bikes, stop, start and change direction. They delight in a range of enjoyable activities which promotes their coordination, for example, climbing up the slide and playing ball games including netball. They develop their fine movements as they handle small tools with a degree of competence as they use cutters in the play dough and scissors and glue sticks to make pictures.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in welcoming and safe indoor and outdoor environments which are planned to meet their needs by having areas of continuous provision, for example, sand, free painting and role play. They make choices from suitable and safe equipment including dressing up, construction materials and physical equipment, for example, wheeled toys. Parents and children are warmly welcomed into the group and there is sufficient space for the number of children who attend to play without restriction.

Children are learning to be responsible for their own safety because staff gently remind them to pick toys up from the floor so that it is clear of tripping hazards. All the required safety features are available and in place ensuring children's safety whilst they play. The practising of the emergency evacuation procedure is not consistent and therefore children and staff may be unsure of the action to take should a situation occur whereby there needs to be an emergency evacuation of the premises.

Children are protected because staff understand their role in child protection and understand the signs and symptoms of abuse. The key staff have a satisfactory understanding of the child protection procedure and are clear of the action to take should a child protection issue arise.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are provided with play opportunities which are appropriate for their age and stage of development as they play within the home corner, making tea and putting their 'babies' to bed. They enjoy playing on the bikes and ride wheeled toys around the hall. They happily play in the sand, building sand castles and burying the toys and equipment. The children play with the garage and make car noises as they 'drive' their cars along the track. They play alongside and with other children as they access the same resources at the table, chattering as they play. They are learning because staff sit and support them in their play and show an interest in what they are doing as they remain occupied and complete their task, for example, making jigsaws and crayoning.

Nursery Education

The quality of teaching and learning is satisfactory. Children are making satisfactory progress because staff have an acceptable understanding of the early learning goals. They plan a range of appropriate activities which support most areas of learning, however, it is unclear how equal emphasis is given to each area of learning, as a result children may not be having the range of experiences necessary to ensure all areas are covered. Children's starting points are not fully identified as the staff do not fully assess what children can do. Staff do not show how information obtained from the observation and assessment procedure is used to inform future planning to meet children's individual needs.

Staff's questioning is generally acceptable in the methods, expectations and challenges to promote children's thinking and to further their progress through the stepping stones. However, they do not use open ended questioning effectively and opportunities are missed to extend children's learning, for example, encouraging children's thinking through daily experiences and routines. Staff promote children's self-esteem as the children discuss their families, relating stories from home and visits to places of interest at story time.

Children are making satisfactory progress in all areas of learning. They are confident and independent as they seek activities to take part in. They take care of their personal needs when in the bathroom and putting on their coats to play outside as they demonstrate their increasing independence. They are generally interested and motivated as they sit together and assist each other in their play, building towers in the construction area and making models out of junk materials. They are well behaved and understand the expectations of the setting. They talk to each other as they play, sorting out their thoughts as they decide how to build a tower and how to make a fish from the play dough. They ask question beginning with who, why and what as they make sense of the routines and events around them. They use language for thinking as they recreate the roles of the shopkeeper and the customer as they use their imagination in the role play. They practise their pencil control at the mark-making table and during focussed activities.

They use their mathematical knowledge as they count during registration, counting confidently to five and attempting numbers greater than. Some children count competently to 13. They recognise numerals one to five and match the number on the dice to the numbers on the playing

cards during a mathematical game. They know red, yellow, green and blue and name these during their play. They recognise some shapes including square, rectangle, triangle and circle. Their sense of time is developing as they talk about yesterday, today and know there is a sequence to the days, dates, months and years as they discuss these during circle time. They readily access the computer and are becoming more competent in the use of the mouse. They delight in using the messy play area as they access the free painting easel, creating their masterpieces and hanging them to dry.

Helping children make a positive contribution

The provision is satisfactory.

Children are fully welcomed into the setting and take part in all activities as they freely access the areas of play. They learn about diversity and the wider world as they celebrate festivals and play with toys and equipment that reflect the differences of people. Children who have learning difficulties and disabilities are welcomed and included in the setting and staff are aware of the need to adapt activities to enable them to participate fully.

There are sound strategies in place for helping children manage their behaviour. Staff use praise appropriately and children respond to praise with a smile and a feeling of satisfaction. Staff discuss the behaviour with the children and explain the consequences of their actions. Children demonstrate compliant behaviour and listen to staff instructions to line up, wait and sit quietly at story time. Children are well behaved.

Partnership with parents is satisfactory. Information about the Foundation Stage is shared with parents through the 'Parent pack' which explains each of the areas of learning. There are daily opportunities to discuss the child's welfare and time at the setting. This assists in contributing to their child's well-being. Parents are made aware of how the setting assists the children who attend through the displays and notice boards.

Children's spiritual, moral, social and cultural development is fostered. The children learn about the community and other cultures as they engage in activities which promote their understanding. They enjoy playing together and learn to wait their turn for the focussed activity, to share, to work together and to be kind to each other. They learn to manage their behaviour and are well mannered, saying please and thank you at snack time.

Organisation

The organisation is inadequate.

The provision is running a session in the morning and afternoon with a lunch club also being provided, where children remain in the care of the registered provider. The setting is in breach of their condition of registration by providing a service for a continuous period of four hours or more.

Overall, the provision does not meet the needs of the range of the children for whom it provides.

Children benefit from an environment in which they can move freely and choose resources and activities enabling them to make decisions. They have key worker groups and the correct children

to staff ratios are maintained. There are satisfactory policies and procedures which generally work in practice, however, not all staff are aware of them. All regulatory documentation to protect children and maintain their welfare is completed accurately and is stored securely.

The leadership and management is satisfactory. The management team is mostly effective in promoting satisfactory progress. Staff meetings are held to monitor and evaluate the settings provision for the care of the children and for staff to participate in the planning for the Foundation Stage. Children's welfare is promoted as most staff hold qualifications and have experience in early years. Further training is encouraged for all staff to increase their knowledge and skills to improve their practice and the care and education of the children.

Improvements since the last inspection

At the last inspection the provision was asked to ensure that the written child protection statement includes what to do if an allegation is made against a staff member and to include contact details of the Social Services or the Police. The child protection policy has been updated and includes the action to take should an allegation be made against a member of staff. The details include the name and telephone number of the relevant departments. The above action ensures the registered body knows what action to take should an allegation be made against a member of staff and has available to them the name, telephone number and address of the relevant agencies.

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

On the basis of the evidence collected on this inspection:

The quality and standards of the care are inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care, the registered person **must** take the following actions:

- develop and implement an action plan to demonstrate how you are to meet the requirement of the condition of registration.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

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):

- develop staffs' knowledge and understanding of the use of the asking of open ended questioning to promote children's thinking (applies to care also).
- improve the assessment procedure to link children's progress towards the stepping stones
- improve the planning procedure to ensure all areas of learning are given equal coverage.

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