

Langmoor Pre-School

Inspection report for early years provision

Unique Reference Number	EY347734
Inspection date	27 June 2007
Inspector	Sarah Measures
Setting Address	Langmoor Primary School, Kenilworth Drive, Oadby, LEICESTER, LE2 5HS
Telephone number	0116 2712776
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Registered person	Sally Ann Harrison
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 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?

Langmoor Pre-school registered with Ofsted in January 2007. It is an existing, privately owned, pre-school which transferred to new premises. It is situated in Langmoor Primary School in Oadby, Leicestershire and is close to the city and county boundary. The children are cared for in a converted classroom within the primary school. All children share access to a secure outdoor play area. The pre-school is open during term time from Monday to Friday. Sessions are from 09:00 until 12:00 and 13:30 until 15:30.

A maximum of 24 children from two years to under five years attend the setting at any one time. Children attending the setting are drawn from the locality around the school. There are currently 48 children on roll, 30 of whom are in receipt of funded nursery education. The pre-school supports children with learning difficulties and/or disabilities and also supports children who have English as an additional language. There are nine staff working with the children, six of whom either hold or are working towards recognised early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean and hygienic setting throughout. Their good health is effectively promoted because staff follow careful hygiene routines. For example, ongoing cleaning routines ensure premises and equipment are always clean for children to use. Also, many staff have food hygiene qualifications and take care to ensure food preparation areas are kept clean and hygienic. Children learn good independence and learn how to protect themselves as they are able to access the toilet area independently and they have a good routine of washing their hands before eating and after using the toilet. Staff effectively encourage the younger children who wear 'pull up nappies' to be independent with their toileting also. The needs of the younger children are well met because their attendance is organised to fit into their individual routines as discussed with parents and there is a quiet and comfortable area for rest if required.

Children are well protected in the event of an accident because most staff have up to date training in first aid for infants and young children and there is a named person who is responsible for ensuring the first aid box is kept up to date. Children enjoy healthy snacks. For example, they choose from small slices of toast, breadsticks and fresh and dried fruit. They have good opportunities to learn to recognise their own bodily needs and further develop independence. For example, they talk about being out of breath and help themselves to a drink of water from the snack area as they wish. Staff work well with parents to ensure children's health and dietary needs are met. All children benefit significantly from open access to the large outdoor play area and outdoor activities are well planned by staff.

The physical development for children in receipt of funding for nursery education is well promoted. Children have access to a broad range of equipment that offers them physical challenge. This includes access to a wide variety of tools and small equipment to help promote their finer physical development. For example, children use varied mark making and writing equipment and games that develop control. Children move confidently and imaginatively to music. They show good spatial awareness as they take part in action activities and use sit 'n' rides outside.

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. The premises are very welcoming to children with attractive displays of their work as well as welcoming posters and photographs. Indoor and outdoor areas are carefully risk assessed to ensure they are always safe for children to use. Staff generally show a good awareness of safety issues and communicate well between themselves to ensure children are well supported. For example, staff take care to ensure physical activities are well supervised as they carry a higher risk to children. The health and safety policy is thorough and demonstrates how children will be well protected if they are taken on outings.

Space, equipment and play resources are well-organised to promote children's independence. For example, child sized furniture and storage is used to enable children to access opportunities and activities easily. Toys, games and books are good quality and offer children of different ages and abilities a range of stimulating experiences. Children are safeguarded because robust systems are in place to ensure staff are confident with child protection issues and procedures.

Child protection forms part of discussions at staff meetings to ensure staff's knowledge is kept up to date.

Helping children achieve well and enjoy what they do

The provision is good.

Children are well settled and at home because they have good relationships with staff who put them first. Good quality staff observations and friendly interactions help staff to get to know children well and ensure they feel acknowledged and assured. Children demonstrate their feelings of contentment and security as they spontaneously burst into song as they play and learn. Staff make effective use of the 'Birth to three matters' framework as they provide a very good range of fun and interesting activities for the younger children in attendance. For example, younger children feel stimulated and part of the setting as they experiment with sand and water, creative play and bubbles. The developmental needs of the younger children are well met. This is because staff ensure resources are available so that children can confidently take part in all activities but with more of an exploratory focus to develop their desire to learn.

Nursery Education

The quality of teaching and learning for children in receipt of funded nursery education is good. Robust planning systems implemented by competent and knowledgeable staff ensure children make good progress towards the early learning goals. For example, staff plan and provide a balanced program of learning across all development areas that clearly links to the stepping stones and individual children's targets. Their learning is effectively extended by staff who ask them questions to help them think and plan for themselves. Staff's high level of involvement in planning and good awareness of the Foundation Stage and learning intentions help to ensure children make the most of the range of purposeful activities accessible to them.

Children arrive, part easily from their carers and are keen to participate. They develop good concentration as staff follow their interests and help them to complete tasks to their own satisfaction. For example, through creative and imaginative play opportunities. Children benefit significantly from the social opportunities offered at the group, they are pleased to see their friends and co-operate with one another well as they play. Children choose from a very good range of books that cater for a range of interests and abilities. They learn to recognise sounds through a good range of musical and singing activities. Older and more able children confidently attempt to form letters because they have previously benefited from a good range of mark making opportunities to effectively consolidate their skills. Children show a high level of enjoyment and interest in stories as they make up their own stories during large group activities using prompts provided by staff.

Children count as they play and enjoy a good range of well planned and enjoyable practical activities that develop their mathematical thinking and understanding of number. For example, they look for 'buried treasure' and count and weigh the pieces of 'treasure' they find. They match their findings to a number and are helped to understand what that means. Planning shows that children are given skills to help them to memorise, count up and down and add and subtract. Children freely access a range of information and communication technology to support them in their learning. They use computers and computer games and experiment with binoculars and telescopes. Planned themes of learning ensure children have good opportunities to learn about the world in which they live. For example, the current theme of learning is clearly linked to a pirate theme and children have also looked at the weather and have grown beans.

Children are well challenged as they build and construct. For example, they make their own houses using a range of large and varied shaped construction blocks.

Children use their imagination and enjoy a good range of role play opportunities. They make up their own pirate games and picnics as staff follow their inspirations and ensure appropriate play resources are available to support their ideas. Children use a range of equipment to explore with colour. They very much enjoy the free access to musical instruments and develop confidence as they learn to express themselves in different ways. Children take part in well planned creative and expressive opportunities. For example, they dance to music and reflect upon how it makes them feel.

Helping children make a positive contribution

The provision is good.

All children are warmly welcomed into the setting which promotes inclusion and equality of opportunity extremely well. Children embrace diversity because they play and learn in a very positive environment where good quality resources and displays that promote equality of opportunity are well integrated throughout. Staff and children speak several different languages. These languages are well represented within displays and resources in order for children to learn effectively and feel valued. This also means all children have opportunities to learn to value difference. Staff provide different foods from other cultures and plan activities that represent varied backgrounds in order to fully extend children's experiences and outlook on life. Children with learning difficulties and/or disabilities are well supported because the Special Educational Needs Co-ordinator is confident in her role. She works well with parents and professionals in order to ensure all children make progress that is carefully monitored.

Children are well behaved and show very good responsible behaviour. This is because staff act as such good and consistent role models. Staff treat children with respect, listen to them carefully and value what they have to say and contribute. This is a setting whose policies and procedures are based upon respect and means children show very good consideration for others. Staff use effective positive language in order to encourage children's self-esteem and confidence. Any difficulties with children's behaviour are dealt with calmly as children are encouraged to reflect upon their actions. Staff work well with parents to ensure effective, ongoing communications take place regarding meeting children's needs and their progress.

The partnership with parents and carers for the nursery education is good. Good quality information is available for parents in order for them to be involved in their child's learning and support them effectively at home. For example, staff give parents information sheets showing fun activities to share with their children such as completing a weather check or learning a new song. Home activities are clearly linked to daily plans in order to fully reinforce and consolidate children's learning. The key worker system is still being established in order to develop relationships that work fully and effectively to support staff's planning for the individual child. Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

Policies and procedures are generally very effective in promoting children's health, safety, enjoyment and achievement and their ability to make a positive contribution. Robust vetting, recruitment and induction procedures ensure staff have appropriate skills and ability to work with children. Indoor and outdoor space is very effectively organised so that children have good

opportunities to choose freely from a broad range of varied fun learning opportunities. Efficient systems for keeping records are used to promote children's welfare and to secure their protection in the event of an emergency. Staff are generally well deployed so that children are well supervised, however their safety is not fully promoted because visitors and helpers that are not vetted are not always supervised closely enough.

Staff make up a well qualified team overall and high adult: child ratios are in place to ensure children are given good support and encouragement. Daily sessions are well planned in order to meet the varied needs of the children that attend. For example, plans and activities are carefully adapted to meet the needs of younger children who mainly attend in the afternoons. Overall, the setting meets the needs of the range of children for whom it provides.

The leadership and management for the nursery education is good. The provider is very confident in her role and acts as an excellent role model to staff and children with her professional and approachable manner and her very secure working knowledge of the Foundation Stage. Staff are well motivated and committed to providing children with high quality care and education. This helps to enhance the feeling of warmth within the setting and creates a very positive learning environment for children. The provider has a clear vision for the setting and uses development plans and actions plans to help secure the group's improvement. The provider uses effective monitoring systems to ensure a balanced program of learning is offered to children that is effective in helping them make clear and good progress towards the early learning goals.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration 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 upon request. The complaints record may contain complaints other than those made by parents.

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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):

- improve arrangements to ensure children are protected from persons who are not vetted.

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):

- further develop the key worker system in order to support children's individual learning and establish fully effective working relationships with parents.

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