



# Church Langley Pre school

Inspection report for early years provision

**Unique Reference Number** EY296210  
**Inspection date** 13 July 2005  
**Inspector** Gillian Jefferson

**Setting Address** Church Langley Primary School, Church Langley Way, Harlow, Essex, CM17 9TH  
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**Registered person** Karen June Cavalier  
**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](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 satisfactory. The registered person meets 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?

Church Langley Pre-school is privately run. It was registered in 2004 and opened at the start of 2005. The pre-school operates from two rooms in a demountable building. It is situated on a primary school site, on the outskirts of a residential area of Harlow. A maximum of 40 children may attend the pre-school at any one time. The pre-school is open each weekday from 09.15 to 11.45 and from 13.30 to 15.30 on Tuesday, Wednesday and Thursday afternoons, for 33 weeks of the year. All children share

access to a secure enclosed outdoor play area.

There are currently 35 children from 2 to 4 years on roll. Of these 28 children receive funding for nursery education. Children come from a wide catchment area. The pre-school currently supports a number of children with special educational needs.

The pre-school employs five staff and an additional two relief staff are available to cover sickness and emergencies. Three of the staff, including the manager hold appropriate early years qualifications. Two staff are working towards a recognised early year's qualification. The pre-school receives support from the local authority, the Area Special Needs Coordinator, Sure Start Project and has links with the adjoining primary school. The group is a member of the Pre-School Learning Alliance (PSLA).

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children learn to be healthy. They adopt hygiene routines, such as hand-washing after toileting and before snack; and take precautions whilst outside in the sunshine, wearing hats brought from home. Staff help to prompt less confident children to wear them too, but do not yet provide spare hats for those who do not bring their own. Staff record all accidents and get signatures from parents and carers to show they have been informed. Two staff have first aid training to help them respond to accidents appropriately and procedures are also in place to care for children, should they become sick on the premises.

Children are able to have snacks and drinks at set times and in line with their dietary requirements. Drinking water is not available for children to select for themselves, except when playing outside; so children have to ask staff for a drink if they become thirsty. Children some times have healthy fruit snacks and at others have less healthy biscuits; but they are helped to become aware of healthy eating through planned activities.

Children have daily physical play either inside or in the garden area, weather permitting. They enjoy being active, but the limited space means children are not able to be energetic outside. Staff occasionally provide more energetic play inside, so that the children learn about the effect of exercise on their bodies. They learn to move in different ways and using equipment, including a small climbing frame. Although more able children are given insufficient challenge to build on their climbing and balancing skills; all children are given a wide range of opportunities to develop their physical skills in using a variety of tools and equipment.

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

The provision is satisfactory.

Children's access to hazards is reduced by the safety equipment staff have put in place, such as socket covers, heater guards, and door entry system. The outside area is generally safe, but risks are increased slightly because of the presence of cracks in soil and stinging nettles. Staff have recently been awarded a grant to landscape the garden to make it more suitable and accessible for use all year round.

Children have access to safe, clean and well maintained equipment and generally suitable furniture. The only exception to this is the computer station. This is not appropriate for children as they are not able to sit comfortably and reach the key-board or mouse, without straining their necks to see the screen. Child accessible storage is in place, but not used independently by the children to select equipment of their own choosing. They do however make choices about which of the activities provided by staff to join in with.

Children are generally well protected. Staff are aware of the group's sound child protection policy and their responsibilities. However, some are still a little unconfident in this area and about the full range of possible indicators that should give cause for concern.

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

The provision is satisfactory.

All children benefit from their access to a balanced range of activities and play opportunities that support their emotional, physical, social and intellectual development.

The two-year-old children have separate sessions where activities are organised to meet their needs. They learn to choose activities from the range available with support from staff, although occasionally they require more encouragement to join in and settle than staff provide. They enjoy playing together with the dolls in the play house. Staff play alongside them, sensitively encouraging and supporting them in acting out familiar situations, to cater for their dolls' needs. Children do not have to wait for equipment as there is plenty available to allow them to play alongside each other. Staff are not yet all familiar with the best practice guidance described within the 'Birth to three matters' framework but are expanding their knowledge and skills to enhance the provision.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Most staff have a basic knowledge of the foundation stage. The group's planning covers all six areas of learning. It provides clear links to the early learning goals for focus activities, but there is no information about how they are adapted to meet the children's individual needs. Less knowledgeable staff are also not given sufficient information to assist them in promoting learning and providing appropriate challenge whilst children are involved in other activities. All staff interact well with the children and are actively involved in the activities alongside them. Most ask the children questions to confirm their understanding and prompt them to move on in their thinking, with some degree of success. Occasionally though, staff are a little more concerned about children

completing activities and ticking them off their list, rather than the learning they cover. In addition, a fair amount of work is reliant on worksheets and pre-cut or drawn templates, this reduces the more able children's chance to practice skills and become independent, particularly in their creative work.

Children's development is observed and assessed during daily focus activities. Notes are recorded centrally and then transferred to each child's record of achievement towards the early learning goals. This reliance on planned activities to assess skills rather than observing children and their achievements throughout the session, also means that the children records are not sufficiently up to date to ensure staff know where each child's development is at any given time. There is also no clear link between the assessment records and planning, to show how they are continuing to meet the children's developmental needs at all times and help them take the next steps.

Children are generally keen and actively involved throughout the session. They form strong relationships with each other and with staff. They make choices from the equipment available and are independent in their personal care. However, there are not enough chance for children to become highly independent by freely selecting equipment for themselves, or by playing an active role in daily routines such as setting up for snack time. This means staff miss good opportunities to encourage the children to calculate and problem solve, as well as develop their physical skills further by pouring their own drinks and preparing their snacks. Children's art work is often overly led by staff. Whilst making collage apples, children were not able to chose and discuss what colour they would theirs to be; as the colour was pre-determined by the red crepe paper the staff had put out. Children succeed at a range of puzzles, but are quite often operating well within their capabilities. Circle time is however very good and used well by staff to promote the children's knowledge and understanding of the world, communication skills and counting. Children recognise the numbers used for the date. They become aware of words from different languages, seen displayed on the weather board. The children also learn to confidently share events and experiences from their home-life with others.

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

The provision is satisfactory.

Children are able to access sufficient resources that promote inclusion and equal opportunity for all. They positively reflect the children attending the group and the wider community. Staff carry out audits to monitor their equal opportunity provision and highlight areas they feel they should address. Staff have also worked hard to make the resources they have created themselves inclusive, by showing people from other cultures and back grounds and writing labels in a range of languages.

Staff work with parents, carers and other professionals to support all children, including those with special needs. Although they take time to gather information about each of the children's needs from parents and carers, this is not yet working to support them in meeting the needs of all the children attending the group.

Children are generally well behaved. A small number show more challenging

behaviour and the staff adopt strategies to teach the children to behave acceptably, unfortunately their efforts to use positive reinforcement of acceptable behaviour do not always succeed. At times they inadvertently reinforce unacceptable behaviour. Although staff have exhausted their known strategies to handle a few of the children's behaviour, they regularly explain clearly what is right or wrong and try to distract children to prevent situations. Some staff are skilled in this, but a few inconsistencies in staff behaviour management mean that some children, are not always given the reinforcement they need to learn to make the correct choice about what they should or shouldn't do.

Staff are developing sound relationships with most parents and carers. However, they occasionally adapt their practice too quickly in order to please, in response to requests, rather than delivering the activities and care that more appropriately meet the needs of the children. For example, by restricting the children's independent access to paint to prevent them getting it on their clothes, they are actually stifling children's freedom of expression, imagination and creativity. Staff recognise that it is important for children's development to be able to freely access equipment and resources, but have yet to communicate this to all parents and carers so they can all successfully work together to support the children's development.

Partnership with parents and carers is satisfactory. Staff keep parents and carers well informed through an abundance of information about early years, the foundation stage, planning and general practices in the group. This is made available in the hall and on several notice-boards. Parents and carers are made aware they can see their children's development records by prior arrangement and termly meetings with their key workers are offered. They are told about topics and themes through newsletters. Staff also give verbal feedback and occasionally write about the children's learning and achievements on work that is sent home. Although the relationships are not yet allowing parents and carers to effectively work with staff to meet all the children's developmental needs, they are in most cases.

Overall, the children's spiritual, moral, social and cultural development is fostered.

## **Organisation**

The organisation is satisfactory.

All required documentation, policies and procedures are in place. Ofsted is kept informed about staff changes and the required checks are completed for new members of staff. The group induct their staff well, and carry out appraisals regularly. Staff training is organised to meet individual needs as well as the needs of the group to maintain the provision, although some difficulties have been experienced in accessing courses since registration. Staff deployment ensures that unvetted persons are prevented from accessing premises or having unsupervised contact with children; and that required staff to child ratios are met at all times.

The staff use the two classrooms well to give the children plenty of space to play and learn and provide a balanced range of activities. This is enhanced further because the numbers of children attending each session have been kept much lower than the registration condition actually permits. Although the outside area is used each

session, it is not yet being used to its full potential as a learning environment, as outdoor play is restricted to set times and dependent on the weather. Staff are currently drawing up plans for this area to be landscaped so it may be more widely used.

The leadership and management of the group is satisfactory. Staff work together to come up with ideas for planning which is then recorded by the manager. Although not all staff are confident in their knowledge and understanding of the foundation stage, training has been organised to meet their needs and those of the group, in delivering their planned 'curriculum'. The group are still developing procedures to monitor the quality of their nursery education provision; but their audits and staff appraisal systems are a sound start.

Overall, the needs of the full range of children who attend are met.

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

Not applicable as this is the first inspection of day care and nursery education at these premises since registration.

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

There are no complaints to report.

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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):

- increase staff awareness and use of a range of strategies to support all children in developing acceptable behaviour
- increase partnership with parents and carers to ensure all children's needs are effectively supported.

## **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 staff skills and knowledge of the foundation stage to help them in making the most of all potential learning opportunities. Enable children's development and learning to be challenged and progressed across the provision, i.e. within planned activities, free play and every day experiences such as snack time
- ensure children have regular opportunities to be independently creative.

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