

Langley Rangers Activity Club & Noah's Ark Pre-School

Inspection report for early years provision

Unique reference number	EY390560
Inspection date	09/09/2009
Inspector	Sandra Daniels

Setting address	Church Langley Community Centre, Church Langley Way, HARLOW, Essex, CM17 9TG
Telephone number	01279 629 611
Email	P.A.Gil@NTLworld.com
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Langley Rangers Activity Club and Noah's Ark Pre-school is one of two settings operated by Chain Recreation Limited. The pre-school opened in 1996 and the activity club in 1998, changing ownership in 2009. It operates from Church Langley Community Centre on the outskirts of Harlow, where all children share access to secure, enclosed outdoor play areas and there is easy, low-level access for people with disabilities. A maximum of 52 children may attend the setting at any one time, which offers places for children on the Early Years Foundation Stage Register, the Childcare Register and the Voluntary Register. There are currently 29 children under eight years and three children in the early years age group attending the Breakfast Club, 34 children under eight years and three children in the early years age group attending the after school Activity Club and a total of 83 children from two years to under five years attending Noah's Ark Pre-School.

The pre-school operates on five days a week term time only from 09.15 to 11.45 and from 12.15 to 14.45. The activity club opens five days a week during school term times from 07.30 to 09.00 and from 15.00 to 17.45. During the school holidays, the activity club opens on five days a week from 08.00 to 18.00. Children from the local area attend the setting, which can support children who have special education needs and/or disabilities and also children who have English as an additional language. The setting employs 21 staff, of whom 17 hold appropriate early years qualifications, while three are working towards further recognised qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The setting successfully recognises and meets the needs of the range of children who attend. The environment is warm and welcoming and children generally settle in well. Staff work with parents and other professionals as necessary to ensure that children with special educational needs and/or disabilities are appropriately supported. The management team identify any weaknesses in the service and take steps to rectify any problems promptly, and formal monitoring and evaluating systems are currently in use. The setting is committed to ongoing training to enhance the skills of the staff team and support the aim of continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- support the development of children's independence skills, for example, at snack times, group times and with regard to outdoor play
- support children in developing the knowledge, skills and understanding that help them to make sense of the world and extend children's creativity by the

- provision of support for their curiosity, exploration and play
- review systems to ensure that the individual needs of all children are met consistently; this refers to partnerships with parents and partnerships in the wider context.

The effectiveness of leadership and management of the early years provision

Leaders and managers are motivated to seek further improvement and are effective in focusing on priorities, such as accessing training and planning for individual children. The quality of teaching and learning and its impact on outcomes for children is monitored well. Staff carry out regular evaluations of activities and resources to ensure they meet children's needs and that children are interested in them. The setting is beginning to evaluate the provision as a whole and intends to use this information to set challenging targets for improvement.

Children's progress in relation to their starting points is satisfactory and improving. All children are supported by staff who are well deployed and work hard to help children to achieve and progress. Resources are adequate to support children's learning, although better use could be made of resources such as sand, water and paint. Practitioners promote equality and diversity so that no child or group of children is disadvantaged. All children are included in the life of the setting and those who require additional support receive it. Children learn about similarities and differences as they celebrate festivals from around the world. They have opportunities to use resources which depict different cultures and abilities. Policies and procedures are available to all parents and are effective and inclusive for all children.

Children are protected as safeguarding regulations and duties are met and arrangements for safeguarding are in line with current requirements and regularly reviewed. All staff receive suitable training as part of their induction and many have attended further courses. Comprehensive risk assessments are carried out which identify potential dangers. Appropriate steps are taken to eliminate hazards, helping to keep children safe. Partnerships with external agencies and professionals are beginning to be established. Positive relationships exist between staff and parents and carers. Parents' views are welcomed and respected and there are some systems in place to inform parents of their child's progress. The setting communicates with parents and others, although this information is not consistently used effectively to support children's achievements and well-being.

The quality and standards of the early years provision and outcomes for children

Overall, children make sound progress in their learning, although the setting does not consistently support children in developing the knowledge, skills and understanding that help them to make sense of the world, and extend children's creativity by the provision of support for their curiosity, exploration and play. Other areas are covered well and children clearly enjoy their learning. They are able to

play and work independently, for example, when looking at books and attempting to complete jigsaw puzzles. Children behave in ways that are safe for themselves and others. For example, they learn not to run around indoors unless they are taking part in a physical activity, and are taught how to handle equipment safely. Children develop an understanding of dangers and how to keep themselves safe as they practise the emergency evacuation procedure with staff. As positive relationships develop, children become more confident and secure. They readily approach the adults caring for them for reassurance, comfort and to initiate conversations.

Children are beginning to appreciate the values of a healthy lifestyle and adopt healthy habits such as good hygiene practices. Older children know when and how to wash and dry their hands without being reminded, saying they are 'getting rid of the germs'. Children benefit from regular physical play, both inside and outside. Although the outside play area is small, it is used well and there is lots of space indoors for children to engage in physical exercise. Children make friends and learn to play together in harmony. They behave well in response to the calm and consistent approach of staff. Older children are encouraged to take responsibility for their behaviour as staff sensitively explain to them the consequences for themselves and others. There are some opportunities for children to make choices and decisions, however the setting does not consistently support the development of children's independence skills, for example, at snack times, group times and with regard to outdoor play. Children become confident communicators and develop skills in literacy and numeracy. They are looking forward to investigating the new lap-top and are secure in the skills they require in order to progress in their learning.

Practitioners have a sound knowledge of the learning and development and the welfare requirements of the Early Years Foundation Stage (EYFS). They use appropriate resources and a range of teaching methods to provide a variety of activities and experiences to meet children's needs. Children find these opportunities interesting and, sometimes challenging. Observations and assessments are used to contribute towards the planning for individuals and are consistent in quality.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----