

Langley Pre-School

Inspection report for early years provision

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Inspector Rebecca Hurst

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Type of setting Childcare on non-domestic premises

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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.

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Description of the setting

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

The group runs from a church hall in Beckenham 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.

There are currently 46 children on roll in the early years age group. The group is also able to support children who speak English as an additional language. Children attend a variety of sessions each week. The setting is registered on the Early Years Register and both parts of the Childcare Register. They may care for no more than 32 children under eight years; of these, not more than 32 may be in the early years age group, and of these, not more than 12 may be under three years, and none may be under two years at any one time.

The pre-school is open Monday to Fridays between 9:15am and 12 noon, term time only.

There are eight staff members, all have a recognised childcare qualification or are working towards them. The group receive support from Bromley Early Years Development and Childcare Partnership (EYDCP).

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The excellent knowledge of each child's individual needs ensures that the staff promote all aspects of the children's welfare and learning with great success. The children are safe and secure at all times in the care of the nursery staff and they enjoy learning about their local area and the world around them. The partnership with parents is a key strength and this helps to contribute significantly that the needs of all of the children are being met. Children are making excellent progress, given their age, ability and their starting points. Regular self-evaluation by the staff ensures that any priorities for future development are promptly identified and acted upon, which results in a service that is responsive to the needs of the parents.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to assess staff training needs, to enhance the learning and development of the children

The effectiveness of leadership and management of the early years provision

Safeguarding children is paramount to the all the staff at the setting. Comprehensive policies and procedures are in place to protect the children from harm and neglect. All the staff have thorough knowledge and understanding of child protection issues and how to protect children against harm and neglect.

Full risk assessments are carried out on the setting and for outings. Well thought out emergency evacuation procedures are in place which keep the children safe in an emergency and that are carried out on a regular basis. All adults in the setting have full Criminal Records Bureau checks recorded. All of the staff ensure children are protected from all adults who enter the premises, and a visitors book is on place to ensure the staff are aware of who is in the building and when they left. As a result, children are thoroughly protected from harm.

Children learn about diversity and equality by informative and educational activities arranged by knowledgeable staff. The children enjoy learning about different festivals and celebrations from around the world. The staff teach the children about Chinese New Year, Easter, Christmas, Diwali, Hanukkah and other festivals. The staff make excellent use of the information on the children's registration forms and ask parents to come in and teach the children about their festivals they celebrate at home. Staff also respect parents' wishes and will do alternative activities for children who do not celebrate Christmas. As a result, the staff provide an inclusive setting for all of the children. Children's learning of independent skills are greatly enhanced through the careful placement of resources and activities around the setting to allow for self selection.

All staff are driven to improve their knowledge and understanding of childcare practice through further training opportunities. Staff encourage all parents to have an active voice in the setting and these are included in the self-evaluation process. The manager is continually working on the setting's self-evaluation process, and looks at ways to improve the process to include everyone's views. As a result, the nursery is responsive to all of its users.

The staff have excellent partnership with the parents and with outside agencies. The staff share all of their observations and portfolios of the children with the parents. Parents are also invited into the setting to spend time with the children to see what activities they do whilst they attend and to find out what the children are learning through these activities. The staff complete comprehensive files on the children, which allows the parents to see the progress they are making. The parents receive detailed daily feedback about the day the children have had. Parents receive an abundance of information when they start and throughout their time at the setting. The staff ensure parents are kept informed throughout the time their child spends at the setting. This builds extremely effective bonds and children benefit greatly from this.

Staff have a very good working relationship with the area Special Educational

Needs Coordinator (SENCO). They work together to ensure the needs of the children are paramount and that they are progressing well with their development. The setting's SENCO ensures the staff are fully aware of the children's individual education plans and liaises with the parents to ensure continuity of care for each child.

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

Children have clear and defined starting points and are making excellent progress from these. Observations are extremely detailed and have the next steps clearly outlined for the staff to successfully progress the children further with their development. Parents are fully involved in this process and are asked for their contribution for what the children are able to do at home. These assessments are carried out termly and are shared with the parents. These assessments are linked to the six areas of learning, consequently, staff are able to clearly see what areas they need to work on with the children. Staff evaluate these next steps to ensure they are progressing with their development. Once they have completed these next steps of learning the staff will then set new next steps to enhance the children's learning further. This ensures the children are continually learning and progressing well with their development and learning.

All activities that the children participate in are adapted to meet the individual developmental needs of the children accessing them. This ensures more or less able children have their needs fully met in the planning. Staff ensure they work the information from the children's individual educational plans (IEPs) into the planning. This ensures that staff are working together with the outside agencies to ensure the developmental needs of the children are being met. Staff meet with the parents to ensure they agree with the IEPs they have in place. This ensures there is continuity of care and that the parents are fully aware of what the staff are completing with the children. Staff ensure all activities are suitable for all children attending the setting. As a result, all children are making excellent progress in all areas of learning.

Staff have focus activity plans in place which are fully evaluated to improve the activity for the next time and to ensure the children are learning from the activity. These plans are taken from the children's next steps by their key carer to enhance and extend the children's learning. Children thoroughly enjoy arts and craft activities. Staff give children lots of independence during these activities, making sure they are able to choose what colour of paint they would like and also what method of painting the children would like to use. Staff make interesting messy activities such as Flubber. Children's use of descriptive language greatly enhances their learning experiences and aids their communication skills through these activities. This ensures children have an enjoyable and educational experience.

Staff are highly skilled in asking the children open ended questions which make them think about what they are doing. Staff are very calm with the children, and explain everything to them at a level they can fully understand, which results in well behaved children who respond well to praise. All staff are consistent in their

approach to behaviour management and they adapt it to the age and understanding of the children involved.

One child is chosen each day during circle time to choose which activities they would like to play with on the carpet and to be the leader of the day. This allows the children to take responsibility for activities they would like to access, as well as enhancing the children's independence skills. Children have a special song that is played which signals that it is time to tidy away. Children stop what they are doing and start to help the staff with packing away the resources. Children need little reminding what they are required to do and enjoy the routine.

Staff teach the children the importance of keeping the walkway clear of resources and the importance of walking around the setting. This ensures children are aware of safety and trip hazards, as well as how resources should be stored. Children are able to feel safe and very secure due to the vigilance of the staff. Children participate in regular fire drills, which are evaluated to ensure children's safety is paramount and any concerns are highlighted and actioned straight away.

Children are developing skills for the future through the activities and resources the staff plan for them. Staff encourage children to eat healthy and nutritious snacks. Children enhance their independence skills further by buttering their own bread, pouring their own drinks and selecting their names from a board to show that they have had a snack. Children are well protected from cross contamination and infection through the excellent procedures that are in place for hand washing.

Children thoroughly enjoy their time in the outside area. Staff ensure children are able to clearly develop their physical skills by well thought out activities which enhance their hand eye coordination, their balancing skills, their throwing skills, as well as counting, turn taking and writing. This ensures that the outside learning areas extend the learning the children are participating in inside and that they cover the six areas of learning. Consequently, children are making excellent progress towards the early learning goals.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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