



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 310282

DfES Number: 544178

### INSPECTION DETAILS

Inspection Date	02/07/2004
Inspector Name	Michael, David Charnley

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Langho and Billington Pre-School
Setting Address	Langho and Billington Community Centre Whalley Road, Langho Blackburn Lancashire BB6 8AB

### REGISTERED PROVIDER DETAILS

Name	The Langho Pre-School Playgroup 1066170
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### ORGANISATION DETAILS

Name	The Langho Pre-School Playgroup
Address	Langho and Billington Community Centre Whalley Road, Langho Blackburn Lancashire BB6 8AB

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

The Langho and Billington Pre School Playgroup operates from within the Langho and Billington Community Centre, the premises are situated on the main Whalley Road close to the rural villages of both 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 (all openings are term time only).

Children can access the entrance hall, a large activity hall, a small activity/sitting room, toilet facilities and a secure outdoor play area. There are separate staff toilet facilities, storage space and a kitchen area.

There are 38 children on register, 29 of whom are in receipt of funding, 17 of these are aged 3 years and the remainder are aged 4 years. There are 2 children with special needs and none who speak English as an additional language. There are 9 staff members 4 holding level three qualifications with 1 working towards a level three qualification.

This setting is a member of the Pre School Learning Alliance and receives support from the Early Years Development and Childcare Partnership (EYDCP) teacher team.

### How good is the Day Care?

The Langho and Billington Pre School provides good quality care for children.

The premises are warm and welcoming in which children feel secure and happy. Good use is made of internal and external resources. Children get to know their local community and enjoy trips out to the local farm. A wide selection of quality equipment is made available to the children, they are able to relax during the session on the bean bags. Documentation is generally kept to a good standard, however lacks detail in relation to child protection procedures.

An emphasis is placed on safety, and detailed risk assessments ensure the safety of

the children during both indoor and outdoor play. Children enjoy a healthy diet, they eat fruit at snack time and learn about foods which are good for them. All children are valued and respected, staff ensure that all children have access to all activities and play experiences. The SENCO and staff have due regard for children with identified special needs.

Staff plan a wide range of challenging activities, children develop their creativity and imagination through a variety of craft experiences including, paint, dough and collage. Staff have high expectations of children and are consistent in their approach, as a result children behave very well within the setting. Children are polite and considerate, they are rewarded for good work and kind deeds with a 'well done' badge which they wear with pride.

Parents are kept informed of pre school business and take an active part in activities. Children enjoy the company of their parents during a trip to the theme park. Staff are enthusiastic and encourage communication with parents on a regular basis via the key worker system. Parents speak highly of the service provided by this pre school setting.

#### **What has improved since the last inspection?**

At the last inspection this setting agreed to ensure that newly appointed supervisor and contact person for the committee under went the appropriate vetting procedures and to provide children with resources which promoted equal opportunities.

The supervisor and contact person have been appropriately vetted including a police check, these procedures ensure the safety of the children and that persons employed are suitable to work with young children.

A range of resources are accessible to all children which include toys and equipment which promote positive images of other cultures, gender and disability. Children access a range of books, small world figures, dolls and dressing up clothes. Children celebrate other cultures, for example the Chinese New Year. Children as a result are aware of a wider community and a diverse society.

#### **What is being done well?**

- Good use is made of internal and external resources, children get to know their local surroundings. They enjoy looking at the animals during a trip to the local farm. Photographs taken during the trip are displayed for parents and children to look at.
- Staff plan a wide range of interesting and challenging activities. Children participate in a variety of craft experiences, they make dough animals, textured collage pictures and paintings for the art gallery.
- The premises are warm, welcoming and enhanced with displays of children's art work. Children are happy and move confidently around the setting. They relax on bean bags in the book corner and move energetically around the outdoor play area.

- Children learn about healthy eating, they enjoy a variety of fresh fruit at snack time and know about foods which are good for them. Children talk about milk being good for their teeth and bones.
- Staff are very good role models who have high expectations of children. As a result children are very well behaved within the setting. They take pride in wearing their 'well done' badges for good work and kind deeds.
- Partnerships with parents and carers is very good, parents take an active part in pre school activities, they enjoy accompanying the children to the theme park. Parents speak highly of the service provided by this setting.

#### **What needs to be improved?**

- child protection procedures.

#### **Outcome of the inspection**

Good

#### **CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

#### **WHAT NEEDS TO BE DONE NEXT?**

#### **The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
13	Ensure that the child protection written 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.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Langho and Billington Pre school provides good-quality nursery education overall which enables children to make generally good progress towards the early learning goals. Provision for their personal, social and emotional development, knowledge and understanding of the world and physical development, is particularly well planned and they make very good progress in these areas.

The quality of teaching is generally good. Staff have a good insight into how children learn and recent training has been helpful in consolidating staff's understanding of the early learning goals and the use of assessment. Staff plan a stimulating programme of activities covering all areas of learning, however in certain areas plans are less effective. Staff are good role models and have high expectations for children's behaviour. As a result children are polite and well behaved. Appropriate methods are used for assessing children and individual folders are kept to indicate levels of attainment and progress.

Leadership and management is generally good. The manager is positive and supportive towards staff. She places emphasis on continuous improvement and actively encourages training. Staff are secure in their roles and work well together to ensure the setting runs smoothly. The manager plays a key role in monitoring children's progress, reviewing plans and evaluating activities, however the system for sharing information with parents about assessment is not effective.

Partnership with parents is generally good. Parents are kept informed and are supportive of the settings fund raising activities and themes. Home links have been established with parents in order to promote better working relationships and to enhance children's learning. Parents speak positively about the provision, however the current system for sharing information regards assessment records of children is not clear enough or made sufficiently accessible to parents

### What is being done well?

- Children are confident, interested and highly motivated to learn. They build sound relationships with adults and peers. Children greet the inspectors with great enthusiasm and confidence. They are keen to share their experiences in small or larger groups, for example, children describe the photographs taken on family holidays during 'Show and Tell' group activities.
- Staff are very good role models who speak to children in calm and reassuring tones, as a result children are extremely well behaved, polite and considerate within the setting. They are proud to wear their stickers for good work and kind deeds to others.
- Children develop a good sense of time and place as part of the routine day to day activities. Children as a group talk about the weather, the date and time.

Children celebrate birthdays and other special events throughout the year such as mother's day. They show good recall skills in talking about their outings to the farm, theme parks. Children learn about the people who work within their immediate environment such as the fireman, policeman and the roles they play in society.

- Children are confident movers who exercise good control and co-ordination skills. Children enjoy climbing, balancing and manoeuvring wheelie toys. Children show an awareness of space and others by respecting the boundaries set and adjusting their speed where appropriate. Children handle tools safely with increasing control. Children, for example, concentrate well in cutting out shapes using different implements, for example, scissors, knives, templates.
- The staff team work well together and are enthusiastic in their approach. There is a good commitment to enhancing the provision's resources and teaching practices. Staff appreciate the support and input of the manager and outside agencies such as the Early Years Child Care Partnership teacher team.

#### **What needs to be improved?**

- opportunities for children to practice writing their own name and label their work more readily in everyday activity
- opportunities for children to extend their skills in problem solving in practical and free play activities
- accessibility to additional resources to extend and support role play activity
- system of sharing information with parents regards children's attainment and progress records

#### **What has improved since the last inspection?**

Very good progress has been made since the last inspection.

The range of books available are of a good range and quality. These are stored for easy access. Children freely access the book corner and view selected books in comfort and with interest. The books are rotated from time to time in order to widen their reading experiences. Children's interest in books is appropriately fostered.

Children are grouped appropriately. The staff team ensure activities are organised in separate areas of the facility to encourage children to move independently. Children engage with enthusiasm in free play and adult initiated activity.

Activity plans and subsequent evaluations identify future learning intentions for the more able children hence leading to better planned activity, based on individual need.

Resources have been obtained including books, dressing up clothes, small world

which are organised for easy access. Children take an interest in what is available and engage in activities to help raise awareness of the world in which we live. These include celebrating the Chinese new year festivities.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested, motivated and keen to learn. Children form good relationships with adults and their peers. Children are confident communicators. They willingly speak and sing in front of an audience. Children work well together and show good levels of concentration in both free play and focussed activities. Children are well mannered and take great pride in their achievements. Children are developing self help skills such as pouring their own drinks, choosing resources and tidying up.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children show good listening and recall skills during story time and themed discussions. Children are able to follow simple instructions. Children are learning to link sounds to letters. They are also learning to form recognisable letters, however opportunities for children to label their own work are limited. Children are showing good skills in mark making. Children are beginning to show an interest in books and handle these with care. They enjoy and participate well in stories and rhymes.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children show an interest in numbers and readily count as part of normal routine activities. Children are able to count to 10 and beyond whilst the more able can count to 20 and beyond. Children learn to recognise numbers on labels and with good concentration levels willingly count numbers in the correct sequence. Children learn about different shapes and sizes and can make comparisons, however they do not sufficiently practice problem solving skills in free play activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children enjoy building and construction activities. They choose from a range of resources and develop good techniques to shape, join and assemble materials. Children develop a sense of time through routine daily activity. Children are beginning to appreciate terms such as 'yesterday' and 'tomorrow' as they discuss the date, time and weather. Children show good competence levels in using the mouse and operate simple computer programmes. Children learn about the roles people play in society.



### **PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children move freely with pleasure and confidence enjoying physical play activity such as balancing, catching, throwing, rocking. Children show good co-ordination skills and are developing an increasing control of body movements when accessing both small and large equipment. Children use and handle a range of tools competently with good control techniques. Children show a good awareness of space and speed within the environment. They are learning to appreciate the importance of staying healthy.

### **CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children learn about colour, texture and shape through the good range of art and craft activities available. They enjoy experimenting with sand, water and other textures. Children engage with enthusiasm in role play activity and develop their imaginative skills, but their learning is limited by insufficient access to props and resources. Children show an interest in what they hear, see and smell. They enjoy singing activities and are able to recite simple songs from memory.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- Provide opportunities for children to practice writing their names and label their own work in everyday activity.
- Capitalise on opportunities for children to develop skills in problem solving during free play activity.
- Provide a full range of accessible resources in order to support and extend children's imaginative and role play skills.
- Develop a systematic approach for sharing information with parents regards children's individual attainment and progress.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*