

Langmoor Pre-School

Inspection report for early years provision

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Inspection date 14/12/2010
Inspector Parm Sansoyer

Setting address Langmoor Primary School, Kenilworth Drive, Oadby,
LEICESTER, LE2 5HS

Telephone number 0116 2712776

Email

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

Langmoor Pre-school registered in January 2007. It is a privately owned pre-school which transferred to new premises when it re-registered. 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 the school term from Monday to Friday. Sessions are from 9am until 12 noon every day and 1.30pm until 3.30pm on Tuesday, Wednesday and Thursday. A breakfast session is offered from 7.45am to 8.45am each weekday during term.

A maximum of 24 children from two years to eight years may attend the setting at any one time. Children attend from the local and surrounding areas. Currently there are 50 children on roll in the early years age group attending the pre-school sessions. There are 14 children on roll who attend the breakfast sessions, of whom all are under eight years and two are in the early years age group. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting is in receipt of funding for the provision of free early years education to children aged three and four years old.

The pre-school supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. There are eight staff working with the children, of whom two hold a level 3 qualification in early years and the other six a level 2 qualification in early years. The setting receives support from the local authority and has links with the host school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school fully reflects the children's backgrounds and the wider community and therefore all children display a strong sense of belonging and security. An interesting, well-equipped and welcoming environment both indoors and outdoors, which is mostly used well, contributes to children making good progress in their learning and development. There are effective procedures in place to ensure all children are kept safe and all staff have a good understanding of safeguarding issues. A particular strength of the setting is its ability to supporting children who speak English as an additional language well. Partnerships with parents and the school and other agencies are good. Self-evaluation is effective in identifying strengths and areas for continuous improvement and this ensures the pre-school is well placed to progress further.

What steps need to be taken to improve provision further?

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

- extend further the role play area to increase children's learning and play
- monitor more effectively the use of the arts and crafts area to help further exploit children's creativity.

The effectiveness of leadership and management of the early years provision

All staff fully understand their roles and responsibilities in relation to safeguarding children and have a good knowledge of health and safety procedures. There are clear policies, strategies and procedures in place to ensure the safeguarding and welfare of children, along with an effective safeguarding children policy, that includes the procedure to follow in the event of an allegation made against a member of staff. Robust recruitment and vetting procedures and effective procedures in relation to when visitors attend, mean that all adults that have contact with children are suitable to do so. All the required records, policies and procedures, including written risk assessments, are in place, which help secure children's health, welfare and safety well.

An effective key worker system means adults know the children well and plan effectively for their development. All adults are deployed extremely well to support children's learning and their care needs. Staff value linguistic diversity and provide good opportunities for children to develop and use their home language in their play and learning. Alongside this, staff provide meaningful contexts in which children have opportunities to develop English. Staff use a range of positive teaching methods and plan a broad range of activities and experiences for children to explore and invest their curiosity, at their own leisure. However, the role play area does not incorporate a wide range of resources to fully extend children's play and learning and the staff do not always effectively monitor the use of the arts and crafts area. Therefore, the learning potential of these activities is not always fully exploited and children's creative interests and ideas are sometimes impeded.

Good progress has been made since the last inspection. Both of the recommendations have been fully addressed and consequently, the vetting procedure and the assigned key worker systems now are firmly in place. The staff team are committed to providing good quality care and learning and work efficiently together to meet the children's needs. They value opportunities to improve the pre-school through self-evaluation systems and informed discussion. This ensures that they are adept at identifying strengths and priorities for development and take positive steps to promote progress over time.

Parents receive detailed information about the early years provision, the curriculum and its policies. They are kept well informed about the children's achievements and progress. The 'Home Links' weekly activity sheet provides parents the opportunity to become actively involved in supporting their children's learning and development by offering them regular information about the pre-school and the children's activities. Partnerships with the school and other agencies are effectively established to help support transition, continuity of care and to help support children with special educational needs.

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

Children's personal, social and emotional development is supported well by a caring and knowledgeable staff team. All children develop close relationships with their peers and staff, which develops their self-assurance and promotes a sense of belonging. They are involved, busy and occupied with the wide range of opportunities on offer to them within this exciting and stimulating environment. Children have the space to concentrate on activities and experiences and develop their own interests. They become independent and learn to increase their self-help skills. For example, the cafeteria style snack bar allows children to help themselves to utensils and choose their snack and pour their drinks.

Children's communication, language and literacy skills are supported well by a wide selection of books. These are incorporated well in a book area, which children use freely throughout the session. Staff use books and nursery rhymes well to reinforce learning and to promote the week's topic and build on children's interests. The environment, both indoors and outdoors, incorporates early writing skills to good advantage. Many children learn to recognise their own and other's names as they self-register in the morning and as they choose their name at snack-time. Children increase their language as they spontaneously interact with adults, who engage them appropriately in conversation and promote their language and communication skills well.

The children's knowledge and understanding of the world is developed by a largely good range of resources. Children have regular first hand experiences to explore and find out about plants and creatures in the natural habitat. For example, children observe the life cycle of a butterfly and a frog. Children have planned opportunities to question why things happen. For example, while playing with the water they consider why objects float or sink and during baking activities they consider the effects of heat on food. Everyday technology is made freely available, along with a computer, which is popular with the children and used well to increase mathematical concepts such as size, sorting and matching. Children are introduced to a range of cultures through many meaningful experiences and through using books, puzzles, visual aids and a variety of resources as they play. Children enjoy experiences to express their creativity and imagination through using some arts and crafts materials and many children enjoy the role-play area and increase their imagination and adopt roles as they play. However, these areas are not as well-resourced as they could be, and because of this children's imaginations are not fully supported by a wide range of adaptable role play and craft materials to allow them to express themselves entirely.

There are high expectations of behaviour and children develop good habits due to the praise and encouragement they receive. Staff are consistent in their approach, which means children know what is expected of them. Children learn to behave in ways that are safe for themselves and others and are developing an understanding of dangers. For example, children remind each other to be careful with the scissors. Children benefit from a daily, healthy snack and drink. The outdoor area

is made available throughout the session and children have good opportunities to increase their physical fitness. They successfully develop skills that contribute to their future economic well-being by developing good habits as active, inquisitive and independent learners.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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