

Langho and Billington Pre-School

Langho & Billington Centre, Whalley Road, Langho, BLACKBURN, BB6 8AB

Inspection date

25/06/2014

Previous inspection date

30/11/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Children make very good progress because staff are intuitive teachers, who interact very well with children, extending their learning and encouraging them to think and work things out for themselves.
- Children enjoy their time at the pre-school, where their individual needs are well met and valued, including those with special educational needs and/or disabilities
- Links with parents and a variety of agencies are strong. Relevant information is shared and children's individual needs are supported and met well. This means all children are fully included and have a positive attitude towards learning.
- Leadership and management is good. As a result, the staff team work effectively together to ensure that children receive a good quality early years experience and are well safeguarded.

It is not yet outstanding because

- There is scope to strengthen the current system of observation and assessment of children, in order to further support their best possible progress.
- The programme for continued professional development is not yet fully embedded to ensure staff practice is monitored closely, to provide further opportunities to improve the provision all children.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the pre-school and talked with staff.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector reviewed the provider's hardcopy self-evaluation form as provided via email to the inspector.

Inspector
Linda Shore

Full report

Information about the setting

The Langho and Billington Pre-School registered in 2001 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school is situated in the Community Centre close to the villages of Billington and Langho near Blackburn, Lancashire and is managed by committee. The pre-school serves the local area and is accessible to all children. It operates from the hall and small activity room and there is an enclosed area available for outdoor play. The pre-school employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and level 3 and the manager has a degree Young Children's Learning and Development. The nursery opens Monday from 9am until 12pm and Tuesday to Friday, from 9am until 3pm, during term time. Children attend for a variety of sessions. There are currently 30 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a small number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- strengthen the existing use of observations so they even more precisely consider children's stages of development and inform the planning of next steps for children's rapid progress
- build on the use of training and mentoring to ensure staff's good teaching skills continue to enhance the learning for all children. For example, by using peer observation to share good practice.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Teaching is very good overall across the pre-school. Staff have high expectations of children. The management team and staff recognise that children learn through play and plan a range of exciting and challenging activities to appeal to children's interests and promote their learning. Staff exploit spontaneous teaching opportunities to extend children's good learning even further. They skilfully use open-ended questions to encourage children to think and reason and give them time to respond fully. For example, as they play in the water tray staff ask children how many more cups of water they think they will need to fill the container. Children then count as they continue to see if they are right. Staff use a combination of initial observations and information obtained from parents as a clear starting point on which to build children's learning. Planning is effective in providing a broad range of interesting daily activities based on children's individual

learning needs and covers all seven areas of learning in depth. The key persons use accurate observations and tracking of children's development to ensure they are working well towards the early learning goals in their preparation for starting school. However, there is scope to use the information gained from observations even more effectively to form more precise next steps to ensure children's rapid progress. Staff complete the required progress check for children aged between two and three years and include in this the knowledge that parents share of their children's achievements. This ensures that any gaps or delays in children's learning are identified quickly and addressed early.

Story time is enjoyed by children in small groups and according to children's age and stage of development. Staff use this time to effectively develop children's speech, understanding of the world, colour and numbers. Staff link the books to children's current interests and experiences, such as animals and the noises they make. This brings the book to life and reinforces children's learning. Children develop useful skills for the future as they use technology, such as computers. They have many opportunities to express themselves creatively because they have many interesting resources readily available. Children's early writing skills are very well-supported because they have opportunities to write for fun and with purpose indoors and outdoors. For example, children write their own names on their drawings, enjoy the large chalk board outdoors and use pencils and clipboards to 'write' plans when they are building in the construction area. Children show increasing control of their body as they experiment with different ways of moving. For example, they balance, climb and slide. Children explore and investigate as staff encourage them to think and predict and then test out their own theories.

Children with special educational needs and/or disabilities are particularly well-supported and quickly develop trusting relationships with their key person and staff. Adults engage them in very carefully planned activities and effective, targeted strategies, which develop their skills and confidence. Staff work closely with parents and a range of health professionals, so that children's needs are fully met and they are included in all the activities. Parents receive clear and regular information about their children's progress and development, and good systems are in place, which support them to be involved in their children's learning at home and at pre-school. For example, parents are invited to take part in activity days at pre-school, such as the recent healthy eating day. Children learn to prepare healthy food while staff talk to them about the healthy options available to them. This is building continuity of care and learning, helping children develop the lifelong skills they need to be well prepared for the move on to school and beyond.

The contribution of the early years provision to the well-being of children

Children and their families are warmly welcomed into the calm, nurturing environment. As a result, relationships between staff and families are very good. Children are happy and settled in the pre-school. They form secure attachments to staff, who work hard to provide a nurturing environment and relationships so children can feel secure to underpin their learning. This is facilitated through an effective key-person system which allows children and families to develop these attachments and relationships further. This also

contributes to their positive, emotional well-being. Parents are provided with valuable information about their individual key person and the role the key person will play in their child's learning journey. Staff gather a good range of useful information from parents about their children before they start and during the initial weeks. This enables them to get to know children and their families at the start of the placement. As a result, children make smooth moves between home and the pre-school.

Children of all ages demonstrate good levels of confidence and self-esteem and their behaviour is good. Staff are good role models as they treat each other and all children with respect and patience and provide consistent messages about right and wrong. Children learn to use the toilet independently and they know they need to wash their hands after using the toilet in order to prevent the spread of infection. Hygiene is generally good throughout the pre-school and children play and learn in a clean, safe environment. Children are developing self-care skills as they begin to manage their own personal needs. For instance, children serve food and pour their own drinks at snack time and are supported in these tasks by staff, who gently encourage and guide them as they learn to do things for themselves. Children are well nourished because they enjoy healthy snacks, such as, milk, water, fruit and toast. Children's good health and their understanding of the importance of a healthy lifestyle are promoted as they go outside for play and exploration on a daily basis. This means children benefit from fresh air and exercise and learn through the sensory experiences of playing in various weather conditions.

Children are supervised well at all times and this keeps them safe within the pre-school. The good behaviour helps keep children safe as they pay attention, for example, when reminded to walk when they are inside. Children learn to assess risks and respond appropriately in an emergency. For instance, they have visits from the crossing lady to teach them how to be safe near the roads and they practise the emergency evacuation routine regularly. The security of the premises also promotes the safety of children. For example, there is an effective entry process that ensures unfamiliar people are identified before gaining entry. The stimulating, indoor environment is welcoming for children, with resources easily accessible. This promotes their confidence in making decisions and means they sustain their play activities for a period of time. This all contributes well to children being prepared for their next stage of learning. Effective links with the local schools and visits from teachers eases the move when the time comes.

The effectiveness of the leadership and management of the early years provision

The team work very well together and are supportive of one another. All staff have a good safeguarding knowledge and practice, which enables them to implement the safeguarding policy effectively. All necessary safeguarding procedures are followed by staff and the documentation is in place, understood and meticulously completed to protect children's welfare. For example, accident records clearly detail the incident, injury and the treatment carried out before being shared with and signed by parents. Safe recruitment procedures

are understood by the manager, however, there has been no need to recruit staff for several years. This is because the team is very stable and parents comment on the wonderful continuity when younger siblings start at the pre-school. Children are cared for by qualified, suitable staff who all have updated Disclosure and Barring Service checks. The management team has a thorough knowledge of procedures to follow in the event of an allegation against a member of staff. Children are effectively safeguarded through staff implementing the setting's clear policies and procedures, such as behaviour management and the use of mobile phones and cameras in the pre-school. Risk assessments are conducted to ensure all areas used by children are safe and secure. Checks to all areas of the pre-school, and all equipment as it is packed away daily, further help to protect children's welfare. Minor injuries and illnesses are managed very well by staff with a current first-aid certificate and records are meticulously kept.

The management and staff are committed to improving the quality of the provision and responded quickly and effectively to the recommendation raised at the last inspection. For instance, parents and carers now contribute to the self-evaluation of the pre-school in order to further enhance the provision for all children. Team meetings are held regularly for staff to share good practice and new ideas, which benefits all children at the setting. This all contributes to plans to continually improve the experience for children. The manager monitors children's learning and development files to ensure they are accurate, up-to-date and are being effectively used to assess children's progress. She has introduced appraisals and supervisions for all staff to identify staff's individual training needs. However, this system is not yet fully embedded and there is scope to use to training and mentoring even more effectively to ensure staff's good teaching skills continue to enhance the learning for all children.

Partnership with parents and professionals is a strength of the pre-school. Staff are friendly and chat openly with parents as they share information and make time to ensure that they have the opportunity to discuss any needs. This means parents are well-informed about the welfare and learning and development needs of children. Parents are complimentary about the pre-school staff and refer to their friendliness and the fact they provide support and guidance for the family to even further promote children's learning and well-being. Staff communicate well with other professionals to ensure any special educational needs are met. As a result of these strong partnerships, children benefit from a consistent approach that meets their many varied needs and contributes to the good progress they make.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	310282
Local authority	Lancashire
Inspection number	876859
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	25
Number of children on roll	30
Name of provider	The Langho Pre-School Playgroup Committee
Date of previous inspection	30/11/2011
Telephone number	07986 255 643

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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