

Church Langley Pre school

Church Langley Primary School, Church Langley Way, Harlow, Essex, CM17 9TH

Inspection date	10/12/2014
Previous inspection date	12/07/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 enjoy a good range of interesting experiences indoors and outside, planned by staff. Consequently, they make good progress in all aspects of their learning.
- Children quickly establish warm relationships with staff and, as a result, they are happy, keen to learn and rapidly growing in self-assurance.
- Staff establish very positive and trusting relationships with parents. An effective two-way flow of communication supports children's welfare, learning and development.
- Children feel safe and secure in the pre-school and arrangements for safeguarding are robust.

It is not yet outstanding because

- On occasions, less experienced staff do not always give children time to think about their responses to questions that they ask, so that children can put their thoughts into words as part of their language development.
- At times, daily routines do not always support opportunities for children to lead their own play.

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 the staff.
- The inspector and manager undertook a joint observation of a teaching activity.
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.
- The inspector reviewed the provider's self-evaluation form.

Inspector

Clair Stockings

Full report

Information about the setting

Church Langley Pre school was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from premises in the grounds of Church Langley Primary School in Harlow. There is an enclosed area available for outdoor play. The pre-school opens Monday to Friday during term time only. Sessions are from 9am until 12noon and from 12.30pm until 3.30pm, with an optional lunch club until 1pm on Fridays. Children attend for a variety of sessions. The pre-school provides funded early education for two-, three- and four-year-olds. There are 51 children on roll in the early years age group. The pre-school supports children who speak English as an additional language and children with special educational needs and/or disabilities. The pre-school employs nine members of staff, eight of whom hold appropriate early years qualifications at level 3 and above.

What the setting needs to do to improve further

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

- enhance teaching strategies so that all staff consistently give children thinking time to put their thoughts into words, to further support their language development
- review the organisation of routines, such as group activities, so that children's opportunities for sustained play are further encouraged.

Inspection judgements

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

Children receive a warm and friendly welcome to the pre-school. They enjoy a wide range of well-resourced activities that support and promote their continued learning and effectively meet their needs. Staff know children extremely well because they take time to meet them and their parents, gathering information that helps children settle quickly. Children's learning journals show good observations linked to the seven areas of learning. Staff use these observations to track children's progress effectively and highlight areas where children could benefit from additional support. Assessments are precise and robust and children's individual next steps inform planning. This ensures that staff meet all children's needs and support them to make sustained progress over time. Staff have daily discussions with parents to provide them with informative feedback about their children's daily activities, learning and progress. They encourage parents to share their comments about their child's learning at home and to contribute comments to their child's learning journal. This approach is successful in engaging parents in their children's early education.

The pre-school is well organised so that children can make good choices to support their

interests and play. For instance, children enjoy using the wide range of resources in the role-play area. This supports them to develop their imagination and creativity. Children enjoy both leading their own play and taking part in activities guided by adults. Staff interactions with children are strong. They talk to children and use open-ended questioning to extend their communication and language. However, on occasions, less experienced staff pose questions but do not wait for the children's response, which hampers children's time to think about their reply. Children enjoy looking at books on their own or having stories read to them by staff, establishing children's interest in reading for pleasure. Encouraged by attentive staff, children excitedly use writing resources to practise their early writing skills.

Staff skilfully extend children's learning as they introduce simple mathematical concepts of shape and size. For example, while playing with dough, staff encourage children to talk about the colour, shape and size of the models they are making. As a result, children enhance their early mathematical skills and develop positive dispositions for learning. Supported by attentive staff, children enjoy designing a Christmas decoration, developing their individual creativity. Outdoors, children clearly enjoy using a wide range of resources which cover the seven areas of learning. For example, children access a varied range of wheeled toys and play equipment that support their developing physical skills. While outdoors, staff support children to safely take risks and explore through play, with learning extended through playful teaching. Consequently, all children, including those who speak English as an additional language and those with special educational needs and/or disabilities, are gaining skills which help prepare them for their next stage of learning.

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

Children share warm relationships with the approachable and friendly staff. New starters settle quickly into the pre-school as staff take account of information about individual children's care needs obtained from parents. A key-person system is in place to help children build relationships with their special member of staff. This effectively supports children's emotional needs and encourages their motivation to learn. Children demonstrate a positive approach to learning, supported by the cheerful interactions of the staff team caring for them. However, at times, the routines of the pre-school are not sufficiently flexible to fully support opportunities for children to lead their own play. For example, staff interrupt children's play mid-session for an adult-led group story time. Consequently, children are not always given sufficient time to develop their own ideas and become fully engaged in their play.

Staff support children's emerging understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. Children benefit from regular fresh air and exercise during outdoor play. All children are learning about the need for good hygiene practices as they routinely wash hands before touching food and after visiting the toilet. As a result, children achieve some independence in hygiene and managing their personal care. Staff offer a range of healthy snacks, including fruit and vegetables, and talk about the nutritional benefits of eating these. Children's individual dietary requirements are met. At snack time, children and staff sit together and are very sociable. They talk to each other and share experiences. Staff use this opportunity to encourage

talk about the morning, what the children have done and what they are going to do after pre-school. In this way, staff extend children's interests and encourage them to listen to each other and form opinions.

Children learn about the needs and feelings of others through sharing, taking turns and helping others. Their behaviour is generally good, as the staff share consistent expectations and act as effective role models themselves. Children willingly take on responsibility, for example, tidying away equipment before moving indoors. The pre-school is comfortable and children move freely and safely in their environment because staff take appropriate steps to ensure that hazards are kept to a minimum. Gentle reminders from staff help children to understand about keeping themselves safe as they play and use a variety of equipment. Complying with these expectations means children enjoy their pre-school experiences and have some emerging skills to underpin their eventual move to school.

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

The provider has a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Procedures for safeguarding children are good as staff understand their responsibilities and are fully aware of the procedure to follow should they have a concern. Robust vetting procedures check staff's suitability to work with children. In addition, induction procedures support their developing knowledge of the setting's policies and procedures. Staff understand their responsibilities to provide safe play environments for children. Children play in a secure, safe environment where staff complete daily safety checks and regularly review risk assessments to promote their welfare.

The manager and staff team demonstrate a commitment to the continual development of the whole provision and continue to identify priorities for improvement. The staff team are dedicated to their roles and demonstrate a genuine interest in improving children's outcomes. They understand their responsibility to promote the learning and development of all children, which means that children are consistently provided with a range of experiences to meet their needs. The manager monitors staff performance, both informally through working alongside the staff and more formally through annual appraisals. Staff are supported to attend some relevant courses and gain additional qualifications. The manager uses regular staff meetings to discuss and share any ideas and practice issues to further promote effective outcomes for children.

Partnerships with parents and carers are a clear strength of the pre-school. Parents warmly praise the caring and friendly staff team and the progress their children are making. They receive good levels of information about their child and are actively encouraged to be involved in their progress. Parents' views and opinions are sought and incorporated into the routine and planning so that the individual needs of children are fully met. Effective relationships with other professionals and external agencies are established so that children's needs are supported and help them to make progress. Staff promote good links with other early years providers, which further aids children's progress and

development. Information sharing is effective and this eases children's move to other settings or on to school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY296210
Local authority	Essex
Inspection number	872960
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	51
Name of provider	Karen June Cavalier
Date of previous inspection	12/07/2011
Telephone number	07840 957 111

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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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