

Langmoor Pre-School

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



Inspection date	23 September 2015
Previous inspection date	14 December 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Teaching is very good. Staff fully understand how children learn and develop. They use their qualifications and training exceptionally well to plan activities, both indoors and outdoors, that support children's next steps in learning.
- Staff produce a weekly newsletter. This contains information about what children will be learning at pre-school. It also contains ideas how parents can support children's learning at home. Parents like these informative newsletters. They speak highly of staff and value the support and guidance they receive.
- Staff make effective links with other provisions children attend, this helps them to provide continuity in children's care and learning. Successful relationships with school teachers, further support children's development and prepares them emotionally well for their eventual move on to school.
- Staff attentively listen to, question and provide children with further explanations in order to improve their learning. Consequently, all children, including those who speak English as an additional language develop very good communication skills.
- Children have good opportunities to development their understanding of similarities and differences about people in their community and the wider world.
- Staff are calm and provide children with secure boundaries and routines. All children understand what is expected of them. Older children show their younger friends how to use their words to resolve small disputes.

It is not yet outstanding because:

- Methods for checking on staff performance are not used to their full advantage in order to build on their already good teaching practices.

What the setting needs to do to improve further

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

- develop further the methods of monitoring staff performance to enable them to focus sharply on the strengths and weaknesses of their teaching practices, to further raise their already good standard of teaching.

Inspection activities

- The inspector observed activities and the quality of teaching in the pre-school room and outside.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager and deputy manager of the pre-school.
- The inspector spoke with the members of staff, parents, and children.
- The inspector looked at a sample of the children's assessment records and the planning documentation.
- The inspector checked evidence of the suitability of staff, their qualifications, and a range of other documentation, including policies and procedures to safeguard children's welfare.

Inspector

Jacky Kirk

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. This is evident through effective practices that promote children's well-being and safety. Children's needs and development levels are assessed accurately. The manager understands the importance of monitoring the progress of individual and different groups of children, such as funded two-year-olds. Any gaps in children's learning are quickly identified and additional support strategies are put in place where needed. Managers closely mentor staff who require extra support. Furthermore, they observe staff practice to ensure children receive a consistent quality of care. However, these observations are not used as well as possible to help individual staff confidently identify how they can improve and enhance the quality of their own teaching.

Quality of teaching, learning and assessment is good

Staff provide inspiring learning environments that engage and motivate children. Small-group sessions are planned to provide confident children, with further challenging learning experiences. While, less self-assured children benefit from having additional opportunities to learn valuable social skills which help them develop greater confidence. Children demonstrate good literacy skills as they recognise the initial sounds of some animal names. Additionally, staff help children to learn and recognise sign language as they sign animal names when reading stories. Staff skilfully extend children's imaginative play. For example, they encourage children to discuss their favourite foods and suggest they write a list of items they need for their cafe. Children sort and group farm animals and assertively tell staff which is the biggest. Children further develop good mathematical skills as they play matching card games and correctly put coloured items into the corresponding pots.

Personal development, behaviour and welfare are good

Children settle quickly due to the strong emphasis staff place on developing warm and secure relationships with them. Children learn good hygiene practices and enjoy healthy snacks. They develop good skills of balance and coordination as they learn to use the wide variety of equipment in the outdoor play area. Children also have use of the school outdoor learning environment which further enhances their physical development. For example, children go on sensory walks and learn to recognise different aspects of nature by using, their senses of sound, touch and smell. Older children are considerate and show empathy towards their younger friends as they ask if they would like to sit closer in the circle activity. Independence is encouraged as children can freely access the toys they wish to play with and help to tidy them away. Children have opportunities to sample mini physical education lessons and practise eating a packed lunch. This helps prepare them well for when the time comes to move on to their next stages in learning, such as school.

Outcomes for children are good

Management demonstrate a strong commitment to improving children's achievements. The views of parents, students, and children are actively sought and any suggestions for improvement are quickly addressed. All children are working comfortably within the range of development typical for their age and make good progress from their starting points.

Setting details

Unique reference number	EY347734
Local authority	Leicestershire
Inspection number	863198
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 11
Total number of places	24
Number of children on roll	22
Name of provider	Sally Ann Harrison
Date of previous inspection	14 December 2010
Telephone number	0116 2712776

Langmoor Pre-School was registered in 2007. It is privately owned and managed. The setting operates from a room within Langmoor Primary School. The pre-school employs six members of childcare staff. All staff hold appropriate early years qualifications. This includes one member of staff who has an Early Years Childhood Studies degree and has gained Early Years Teacher Status. The pre-school opens from Monday to Friday, during term time only. Morning sessions are from 9am until 12 noon every day. Afternoon sessions are held on Tuesday, Wednesday and Thursday and run from 12.30pm to 3pm. A breakfast session from 7.45am to 8.45am is available for primary school children. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports children who speak English as an additional language.

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