

# Langley Rangers Activity Club & Noah's Ark Pre-School



Church Langley Community Centre, Church Langley Way, HARLOW, Essex, CM17 9TG

<b>Inspection date</b>	20 January 2016
Previous inspection date	9 May 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
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

- Staff are skilled in supporting children who speak English as an additional language. They use a range of strategies, including clear speech and picture prompt cards, to help children to understand the routine and choose from the activities available to them.
- Staff help children to know they have a voice on matters affecting them. For example, they use a voting system to choose some of the daily activities. Children understand this process and respect the choices that the majority of children make.
- Parents are extremely supportive of the pre-school. They talk positively about the care and good education the staff provide for their children.
- Effective monitoring of staff practice is in place and staff are supported by a programme of training. They share the knowledge they gain from training courses at staff meetings. This helps them to build on each other's knowledge and understanding.

### It is not yet outstanding because:

- Staff have recently developed a system to track the progress of groups of children. However, this is not yet detailed enough to ensure that all children make the best possible progress.
- The staff are not always successful in engaging more parents in sharing information about what children do and learn at home to inform the planning for children's learning.

## **What the setting needs to do to improve further**

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

- develop the tracking of the progress of groups of children, helping to target teaching so that children learn and develop to the highest possible levels
- explore further ways to involve parents more actively in their children's learning and development, sharing information about the learning that takes place at home, in order to inform sharper planning.

### **Inspection activities**

- The inspector observed activities both indoors and in the outside play area and talked to the staff and children at appropriate times.
- The inspector carried out a joint observation and held a meeting with the pre-school manager.
- The inspector looked at children's assessment records, planning documents and a range of other documents, including the safeguarding policy and procedure.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector took account of the views of parents and of the pre-school's self-evaluation form.

### **Inspector**

Jill Hardaker

## Inspection findings

### Effectiveness of the leadership and management is good

The pre-school owner, manager and staff have made effective progress since their last inspection. They have successfully implemented all the actions and recommendations. The arrangements for safeguarding are effective. The manager and staff demonstrate a good understanding of how to protect and safeguard children. All staff are fully aware of their responsibility to report any concerns about children's well-being and are confident in their ability to recognise child protection issues. Staff turnover is low, however, there are robust procedures in place in order to recruit new staff when they are needed. Staff evaluate all areas of the pre-school practice. Parents are asked to give their views through questionnaires. Staff implement effective changes, such as recently implementing more effective ways of gathering children's development information as they start at the pre-school. The staff regularly check on the progress of individual children. However, they do not yet consistently track the progress being made by specific groups of children as part of their assessment of the impact of teaching on children's learning.

### Quality of teaching, learning and assessment is good

Children are eager to investigate and enjoy the many experiences on offer both inside and outdoors. They are interested in investigating a huge tree root and toy bugs the staff have provided. The children use magnifying glasses to look at this closely. They are inquisitive as they ask questions and talk about what they see. Staff help children to develop thinking skills by giving them many opportunities to solve problems for themselves. For example, they ask probing questions, such as 'What do you think?' Children engage well in small group times. Staff use these occasions to model counting and look at letters in children's names. The staff use their knowledge and experience to identify and assess children's ongoing development. They regularly share these assessments with parents and encourage them to provide information about what children have been doing and learning at home. However, staff have not considered further ways to encourage more parents to be actively involved in this process.

### Personal development, behaviour and welfare are good

Children are happy and confident and enjoy their time at the pre-school. The staff have clear expectations of behaviour and are good role models. The outdoor area is used well and the children can choose to be outside for the whole of the session. Children enjoy pretending to make cakes with soil and exploring shells. On days when the hall is not in use by other groups, the children benefit from having space to ride bikes and play physical games. Children learn to recognise signs of when they are hungry and they eat their snack when they are ready. They are able to choose what they want to eat from the healthy snacks available. Staff encourage children to make a food card, showing the food they have eaten. They share this with parents and this helps to promote children's healthy eating.

### Outcomes for children are good

Children are making good progress. They are gaining the key skills they need for their next stage of learning, such as starting school.

## Setting details

<b>Unique reference number</b>	EY390560
<b>Local authority</b>	Essex
<b>Inspection number</b>	1028529
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 11
<b>Total number of places</b>	52
<b>Number of children on roll</b>	138
<b>Name of provider</b>	Chain Recreation Limited
<b>Date of previous inspection</b>	9 May 2013
<b>Telephone number</b>	01279 629 611

Langley Rangers Activity Club and Noah's Ark Pre-School was registered in 2009. The setting employs 15 members of staff. Of these, 11 hold appropriate early years qualifications and one holds Qualified Teacher Status. The pre-school opens Monday to Friday during term time. Sessions are from 9.15am until 11.45am and from 12.15pm until 2.45pm on Tuesday, Wednesday and Thursday. On Monday and Friday the pre-school sessions are 9.15am until 1pm. The activity club opens each day during term time from 7.30am until 8.45am and from 3.15pm to 5.45pm. During some school holidays, the activity club opens each day from 8am until 6pm. The pre-school provides funded early education for two-, three- and four-year-old children and also supports children who speak English as an additional language.

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