

# Langley Vale Pre-School

Village Hall, Rosebery Road, Langley Vale, EPSOM, Surrey KT18 6AF



<b>Inspection date</b>	8 October 2018
Previous inspection date	15 March 2016

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

### The provision is good

- A great strength of the pre-school is the homely and welcoming environment. Parents are delighted with the standard of care their children receive from the staff. All children, including those who have special educational needs and/or disabilities, and those who are learning English as an additional language, make good progress in their learning.
- Partnerships with parents, other providers and external agencies are effective. A wide range of information is shared consistently, which helps enable staff to meet children's individual needs successfully.
- Parents are well involved in their children's learning. Staff ensure parents know how their children are progressing and give parents the knowledge to support their children's learning at home. For example, weekly emails sharing the topic of the week helps to encourage continued learning at home.
- Children are well motivated to learn and quickly become independent. For instance, they develop confidence in their self-care skills and pour drinks during snack time.

### It is not yet outstanding because:

- Staff have not fully considered ways to consistently engage young children during group activities, to help them remain fully involved and interested.
- The guidance and coaching of staff are not rigorous enough to ensure teaching is consistently of a very high quality.

## What the setting needs to do to improve further

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

- extend the support and encouragement for staff to enhance their knowledge of how to engage all children equally in their learning
- continue to develop monitoring and supervision of staff in order to be able to review more precisely the impact of teaching on children's learning.

### Inspection activities

- The inspector sampled a range of documentation, including assessment records; planning; policies and procedures; and feedback from parents.
- The inspector spoke with staff, children and parents at appropriate times during the inspection.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector looked closely at the progress of several children.
- The inspector considered the views of parents, staff and children.

#### Inspector

Sarah Richards

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Managers have robust systems for the recruitment and vetting of staff. Staff update their safeguarding knowledge through appropriate training courses and in-house staff meetings. They are fully aware of the possible signs of abuse and what they need to do should they have concerns. Self-evaluation is used to identify strengths and areas for development. Risk assessments are carried out to ensure children are safe. Managers use a variety of systems to monitor children's progress. Through this, they are able to identify any gaps in children's learning and provide additional support if required.

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

Staff effectively assess children's progress and plan a range of interesting and stimulating activities that focuses on individual children's needs and interests. Previous recommendations have successfully been addressed. Staff have increased support for children to think things through and to share their ideas. For example, as children enjoyed an activity aimed at exploring their senses, staff used skilful questioning to encourage them to express themselves. Children delight as they use tweezers to pick up a variety of autumn items, such as conkers and leaves. Children show their secure mathematical skills as they count the blocks in the towers they build. Children easily select from the variety of resources on offer. This helps to support their independence and motivation to learn.

### Personal development, behaviour and welfare are good

Children are keen to attend the setting and separate confidently from their parents and carers. Staff are good role models and help children learn how to behave well and respect each other's feelings. They regularly talk to children about rules and why they are important. For example, children are reminded to walk when they are inside and that they can run outside. Children are kind to one another and are beginning to learn how to share and take turns. Children follow good hygiene practices as they wash their hands at appropriate times. This helps to support their good health and physical well-being. Children benefit from regular opportunities to play outside in the well-resourced outdoor area. For instance, children develop good physical skills as they climb and balance on the large play equipment.

### Outcomes for children are good

Children develop key skills for their future learning and are well prepared to move on to school. All children make at least typical progress for their age from their starting points. Children are given ample opportunity to understand similarities and differences in their lives and the lives of other people. For example, they enjoy learning about festivals such as Diwali and Chinese new year, helping to strengthen their social skills.

## Setting details

<b>Unique reference number</b>	122507
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10066278
<b>Type of provision</b>	Sessional day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	21
<b>Name of registered person</b>	Epsom Downs Playgroup Committee
<b>Registered person unique reference number</b>	RP522808
<b>Date of previous inspection</b>	15 March 2016
<b>Telephone number</b>	01372 271788

Langley Vale Pre-School registered in 2001. It is open Monday to Friday from 9am to midday, during school term time. The setting receives funding to provide early education to children aged two, three and four years. A team of seven staff work with the children, of these, five hold relevant early years qualifications at level 3.

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