

# Langham Preschool

School Road, Langham, COLCHESTER CO4 5PA



<b>Inspection date</b>	25 June 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

## Summary of key findings for parents

### This is a provision that requires improvement

- Staff do not keep a written record each time medicine is administered to children.
- At times, staff do not use their planning effectively enough to ensure that older children are fully challenged, to help them make the best possible progress.
- On occasions, staff do not question children skilfully enough to provide them with opportunities to consider their thoughts and solve problems. Staff sometimes answer their own questions, without allowing children the time to consider their responses.

### It has the following strengths

- The manager effectively supports and coaches the staff team. She meets with them regularly and reviews their training needs and practices.
- Partnerships with parents and others are strong. Parents speak highly of the staff and feel supported to help their child to achieve well.
- Staff know the children well. Key persons use the information they know about each child to tailor their planning to meet each child's individual care and learning needs. They are aware of the children's likes, dislikes and interests and work well with parents to establish a good knowledge of children's interests at home.
- Staff present the resources and environment in an exciting and interesting way to help capture children's interests and keep them engaged in play.
- Staff help to promote children's understanding of turn taking and sharing when they play games together. They encourage children to be considerate of each other's feelings and remind them of the rules of the pre-school, such as using their 'walking feet' indoors.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	Due date
ensure that a written record is kept every time medication is administered to a child.	13/07/2019

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

- strengthen planning to take account of the needs of all children and provide sufficient challenge for the older and more able children
- provide more opportunities for children to consider and think about their response to questions.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector observed an adult-led activity and evaluated it with the manager.
- The inspector held a number of discussions with the provider, manager and staff. She looked at relevant documentation and evidence of the suitability of staff working at the setting.
- The inspector spoke to children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to at the inspection.

#### Inspector

Lynn Hughes

## Inspection findings

### Effectiveness of leadership and management requires improvement

Managers and staff changed the pre-school's policy on the administration of medication recently. Parents of children who need regular and ongoing medication now sign an ongoing medication permission form rather than signing for this to be administered each time. This change has resulted in staff not keeping a written record of when the medication is administered each day. This is a breach of requirements and compromises children's well-being. Staff are committed to further developing their knowledge and practice. They regularly attend training events and share their new-found knowledge with the rest of the staff team. Safeguarding is effective. Staff have a good understanding of the known indicators that might suggest that a child is at risk of being harmed. They regularly update their safeguarding knowledge, for example through training. Staff carry out thorough risk assessments of the premises and areas used by children to ensure that they play in a safe environment.

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

Staff know the children well and know how to excite and enthuse them. Children are inventive with the resources. For example, they make each other ice creams using the pastel coloured play dough that has been scented to smell like mint, lemon and caramel. Children access these from the ice cream shop, which is equipped with a garden bench and umbrella. Staff build on children's interests and follow their lead. For example, a tray of sand becomes a zoo when children ask if they can have the animals in it. Children have fun squirting watered-down paint at a large piece of paper and the external wall. When the paint runs out, they proficiently re-fill it with the colour of their choice.

### Personal development, behaviour and welfare require improvement

Weaknesses in the procedures for recording medication that has been administered have an impact on children's well-being. Children enter the pre-school confidently and part from their parents and carers with ease. They immediately become engaged in purposeful play and form small friendship groups with the other children. Staff praise and encourage children, helping them to understand about being kind and caring towards each other. Children learn how to care for animals as they feed and clean out the pet rabbit and fish. Children enjoy a healthy snack, which they help to prepare themselves. They are encouraged to make choices and serve their own snack and drink. Children enjoy developing their physical skills when they play outdoors. They also participate in a physical activity where older children practise changing into their shorts and t-shirts in preparation for their move to school.

### Outcomes for children are good

Children, including those with special educational needs and/or disabilities, make good progress from their starting points. They are prepared for their next stage of learning, such as school. Children are beginning to write recognisable letters. They proficiently match sounds to letters. Children count at every opportunity and are beginning to use simple calculation in their play.

## Setting details

<b>Unique reference number</b>	EY541632
<b>Local authority</b>	Essex
<b>Inspection number</b>	10090345
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	31
<b>Name of registered person</b>	Langham Pre-School
<b>Registered person unique reference number</b>	RP541631
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07930963638

Langham Preschool registered in 2017. The pre-school employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2 and above, including one who holds qualified teacher status. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.45am until 2.45pm. The pre-school receives funding for the provision of early education for two-, three- and four-year-old children.

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