

# Inspection of Langdale Pre School

95 Warbreck Drive, Blackpool, Lancs FY2 9RZ

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Inspection date:

23 September 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

The manager and staff provide a rich and varied curriculum that is planned around the uniqueness of each child. They give each child enjoyable experiences, including those that they may not have access to at home. For example, staff plan regular opportunities to promote children's appreciation of the world around them. They have plans to invite children and their parents to grow fruit and vegetables in the new allotment. Staff encourage ongoing information-sharing to meet children's needs and keep parents well informed of their children's progress. For example, staff invite less-confident children to bring a favourite toy from home. Children use their toy to talk about different feelings and emotions and become more self-assured to join in group discussions.

Staff work collaboratively with school and other professionals. They share individual education plans that enrich children's learning well. Parents state that this support has helped their child to 'come on leaps and bounds'. Children have regular visits to school and occasionally share outdoor play experiences with the older children. As a result, children feel emotionally prepared for their move to school, when the time comes.

### What does the early years setting do well and what does it need to do better?

- The manager is ambitious and dedicated to providing the best experiences which include every child and to offer high-quality learning. She regularly seeks the views of children, parents and staff, and uses these to make improvements to the service provided. Parents say that they are happy with the service provided and the progress children are making.
- The manager encourages staff to regularly evaluate children's changing needs and interests. For example, in response to children's lack of interest in the mark-making area, staff introduced activities depicting children's favourite characters. As a result, children spend longer playing and exploring and use the resources purposefully. They show a sense of belonging and pride as their drawings are displayed on the wall.
- Staff are provided with an effective programme of training, monitoring and support to raise the quality of teaching and learning. Sometimes, the manager does not let staff make the best use of their training. This includes extending children's vocabulary and providing sufficient time for children to think and respond to questions.
- Parents are invited to share information from the start about what children can already do. Staff use this information to build on what children need to learn next and inform their teaching. They promptly identify any gaps in children's learning and seek additional support, when needed, to help children make good progress.

- Staff sequence children's learning well. For example, staff challenge children to point to and count the numbered picture cards and then find the correct date. Children remember the sequence of routines during the day and count them on the board. This helps children to know what is happening during the day and supports their emotional well-being.
- Parents are provided with activities to continue children's learning at home. For example, staff provide story and nursery rhyme bags with supporting props. Children sing songs and rhymes they have learned at home and enjoy sharing favourite books with their friends.
- On the whole, children are supported very well to make good progress in all areas of learning. They develop an enjoyment of learning and the key knowledge and skills that they need for future learning and school.
- Children's physical well-being is supported well. They have plenty of opportunities to be physically active. Children play with enthusiasm, vigour and energy and show good control and coordination as they use the play apparatus. Staff provide parents with ideas for healthy lunch boxes and ensure that children have access to water at all times during the day.
- Staff support children well to understand expectations of behaviour and manage their own toileting needs. However, at times, staff complete tasks for children that they are able to do for themselves. For example, they pour drinks, peel off the yogurt tops and wipe children's noses.

## Safeguarding

The arrangements for safeguarding are effective.

The manager provides ongoing training and support to ensure that all staff understand the nursery's safeguarding policy and procedures. Staff have a robust knowledge of what to do should they be worried about a child's safety or welfare. They use regular risk assessments to ensure that children are safe and secure. For example, staff keep the external doors locked and only people recognised by staff will be able to gain entry. Children learn how to keep themselves safe. For example, staff provide home activity bags and support parents to help children use the scissors with care.

## What does the setting need to do to improve?

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

- build on staff's teaching skills, with particular focus on extending children's vocabulary further and providing sufficient time for children to think and respond to questions
- enhance the opportunities to promote children's independence and self-care skills, for example by encouraging them to pour their own drinks at snack time, peel off their yogurt top and wipe their own nose.

## Setting details

<b>Unique reference number</b>	EY474446
<b>Local authority</b>	Blackpool
<b>Inspection number</b>	10106092
<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>	3 to 3
<b>Total number of places</b>	26
<b>Number of children on roll</b>	6
<b>Name of registered person</b>	Montague Place L1 Limited
<b>Registered person unique reference number</b>	RP525515
<b>Telephone number</b>	01253 351718
<b>Date of previous inspection</b>	17 September 2014

## Information about this early years setting

Langdale Pre School registered in 2014. The preschool employs three members of childcare staff. Of these, all hold appropriate early years qualifications to at least level 3, including one with qualified teacher status. The preschool opens from Monday to Friday, during term time only. Sessions are from 8.15am until 3.45pm. It provides funded early education for three- and four-year-old children.

## Information about this inspection

**Inspector**  
Cath Palser

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- Staff and children talked to the inspector during the inspection.
- The inspector toured the setting and observed activities with the manager.
- Meetings were completed with the manager. The inspector looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- A number of parents spoke to the inspector and their views were taken into account.

We carried out this inspection 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.

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