

# Inspection of Langley Pre-School

United Reform Church Hall, Langley Road, Elmers End, Beckenham, Kent BR3 4AE

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Inspection date: 23 January 2020

## **Overall effectiveness**

## **Inadequate**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Outstanding

## **What is it like to attend this early years setting?**

### **The provision is inadequate**

The staff team provides a welcoming atmosphere that helps children settle. Staff are kind and nurturing. Children use a wide range of resources and make their own choices about what they want to play with. Children enjoy the company of the staff and demonstrate they are emotionally secure.

Children have a good sense of belonging and positive levels of well-being and self-esteem. Overall, children's behaviour is good and when activities offer appropriate challenge, they demonstrate an eagerness to explore and learn. Staff plan a variety of activities for children. Children have opportunities to explore mark making and construct with blocks. However, some children lose interest and are not challenged enough. This results in children disturbing other children who are engaged in play. Consequently, some children, including those with special educational needs and/or disabilities (SEND), do not make consistently good progress in their learning and development.

At other times, some staff show good teaching skills, such as when they support children to sort different coloured shapes and talk about their families. During adult-led group activities, children listen well to what staff are asking them to do. Children learn about rhythm, for example, as they tap wooden sticks to music.

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

- In general, staff understand how to support children's learning. For example, staff interact as children explore with sand and develop an awareness of early mark making with paint and pencils. Staff complete observations and assessments of children's learning. It is clear that children make some progress.
- Overall, staff understand how to protect children from harm. However, leaders do not ensure staff have a robust knowledge of wider safeguarding issues, such as children being vulnerable to extreme views and behaviours.
- Managers and staff do not always ensure arrangements are in place to support children with SEND effectively. They do not work consistently with other professionals so that children get the required support to help them make good progress.
- Staff get involved in children's play. They help children to learn how to use tools at the workbench and support children to extend their role play to include their peers. However, too often the learning environment does not capture children's imagination and invite their curiosity. Older children spend long periods of time on ride-on toys and the electronic tablet. Other resources do not entice them away and staff do not challenge them to vary their play. Some children play alone and flit from one activity to another. They lack the motivation to learn and achieve.
- Children enjoy playing outdoors. However, staff do not use all areas of the outdoor space, and limit the activities and experiences for children to develop

their skills in all areas of learning.

- Staff provide children with planned activities every day. For example, children enjoy circle-time when they arrive and say good morning when their name is called. Children are interested in exploring the role play garage and talk about putting petrol in the car.
- Children develop some early literacy skills. For instance, they enjoy exploring books and listening to stories. This is further promoted through a lending library. This enables children to take books home to share with their families.
- Parents speak positively about their child's experiences at the pre-school. They value the relationships that the children have with staff and other children. Parents are regularly informed about their child's learning and the activities they have enjoyed.
- Staff promote children's independence and encourage them to take care of their own self-care needs. For example, they are encouraged to use the bathroom independently and are reminded to wash their hands before snack. Staff encourage parents to provide healthy options in their children's lunch boxes.

## Safeguarding

The arrangements for safeguarding are not effective.

The provider does not ensure that all staff have a clear knowledge and understanding of all safeguarding matters, such as 'Prevent' duty. Staff do not know how to identify or report wider concerns in relation to protecting children from extreme ideas and practice and they are unsure of who is the designated safeguarding lead at the setting. Nevertheless, the provider follows safe recruitment procedures and ensures all staff are suitable to work with children.

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

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	Due date
ensure that all staff have a secure knowledge of wider aspects of safeguarding to protect children who may be at risk of being exposed to extreme views or behaviours.	23/03/2020

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

- ensure that appropriate strategies are put in place to support children with SEND, to help them make good progress

- review and improve the organisation of the learning environment to help children become more fully engaged in purposeful play and learning at all times of the day
- review the outdoor space and extend opportunities for children to develop their skills in all areas of learning.

## Setting details

<b>Unique reference number</b>	159399
<b>Local authority</b>	Bromley
<b>Inspection number</b>	10137802
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	3 to 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	Jupp, Jennifer
<b>Registered person unique reference number</b>	RP511633
<b>Telephone number</b>	0780 3826290
<b>Date of previous inspection</b>	20 April 2016

## Information about this early years setting

Langley Pre-School registered in 1999 and is located in Beckenham, in the London Borough of Bromley. The pre-school opens from Monday to Friday during term time only. It is open on Mondays from 9.15am to 12.30pm and on Tuesday to Friday from 9.15-3.30pm. The pre-school provides funded early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Frances Oliver

## Inspection activities

- The manager and the inspector carried out a learning walk and discussed how the curriculum is delivered.
- The inspector observed the learning environment inside and outdoors, and the way staff interacted with children. She evaluated the impact this has on children's learning.
- The inspector looked at relevant documentation, including evidence of the suitability of staff and their qualifications.
- A joint observation was conducted with the inspector and the manager.
- Discussions were held with the staff and children at appropriate times during the inspection.
- The inspector spoke to parents and took account of their views.

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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