

# Inspection of Langley Pre-School

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

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Inspection date: 26 May 2021

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

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

### **The provision is good**

Children form close emotional bonds with the friendly staff, and show that they feel safe and settled. Children feel confident to approach staff when they need reassurance or when they need help to resolve sharing issues. Staff have high expectations for children's behaviour. They prioritise children's emotional needs and effectively implement the setting's ethos in this regard. All children, including those with special educational needs and/or disabilities (SEND), make good progress in their learning and benefit from close support from staff to catch up with their peers. Children demonstrate curiosity to explore different materials. For example, older children observe glue, as it drips from the spreader, and then experiment tilting the spreader upwards to slow down the drips. Young children enjoy painting. They demonstrate familiarity with the environment as they independently choose and return the resources they need for the activity. Staff promote children's understanding of diversity. Children learn to value differences. Staff respond well to young children's non-verbal communication and encourage them to make choices. Children flourish in an inclusive environment. Staff work in close partnerships with families to support a smooth settling in for children who return after a period of absence during the current pandemic situation.

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

- Staff work well as a team and are positive role models for the children. Self-evaluation is effective and the team has achieved significant improvement in the quality of education and care since the previous inspection. Staff supervision is effective and focuses well on achieving better outcomes for children. Staff have improved their safeguarding knowledge through training.
- The management team works effectively with parents, other professionals, and schools to plan and provide targeted support for children with SEND. Children make good progress from their starting points. Staff provide opportunities for children to learn about people's differences, for instance children explore toy models of people in wheelchairs.
- Staff promote children's early literacy and mathematical skills. They teach children to identify numerals and to use mathematical language in play. They encourage children's participation at story time and help them learn to identify the initial sounds in words. Children learn to use technology, for example they learn how to get headphones on and listen to stories.
- Key persons have a detailed knowledge of children and their needs and plan a curriculum that helps to promote children's interests. Children who speak English as an additional language swiftly develop their understanding of new words. However, staff have not fully considered more effective ways to sequence planning for children who have a good vocabulary but are hesitant to speak a new language.

- Children build on their physical skills. Young children hold a chalk effectively to make marks on the patio. Older children learn to follow a sequence of body movements to achieve a desired result. They use their hands for support to climb onto a balancing beam and then balance their feet carefully as they let go of their hands and walk on the beam. Staff supervise children well during these activities to ensure their safety and praise them for their achievements. Children are motivated to explore. The management team use funding well to enhance children's outdoor play.
- Staff support a smooth transition for children as they move between activities. Children behave well and follow the clear instructions from staff as they prepare for outdoor play. They benefit from a relaxed environment as they learn self-help skills, such as changing their shoes and getting their coats on. Staff help children to follow good hygiene routines and they work closely with parents to help children learn to make healthy choices.
- Children build on their imagination, for example through using their own experiences when they pretend to cook food. Staff skilfully extend their learning by providing a recipe to refer to. Children look at the pictures in the book and add corresponding play food, such as carrots and tomatoes to the pan.
- The management team continue to adapt the ways in which they communicate with parents, to further strengthen the existing, good information-sharing processes.

## **Safeguarding**

The arrangements for safeguarding are effective.

The management team ensures that staff who lead safeguarding at the setting have appropriate training to carry out their roles. Staff have a secure understanding of the procedures to follow should they have concerns for children's welfare. The provider ensures that staff have up-to-date knowledge of wider safeguarding matters including the 'Prevent' duty guidance for England and Wales. Staff understand the procedures to follow in the event of an allegation against a member of staff. Staff teach children to keep themselves safe.

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

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

- strengthen the planning to more effectively incorporate the detailed knowledge which staff have of children's achievements and sequence activities effectively to further improve the impact on children
- continue to improve the existing good systems for communication, to further enhance effective information sharing with all parents.

## Setting details

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| <b>Unique reference number</b>                     | 159399  |
| <b>Local authority</b>                             | Bromley   |
| <b>Inspection number</b>                           | 10144765  |
| <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 at time of inspection</b> | 2 to 4  |
| <b>Total number of places</b>                      | 32  |
| <b>Number of children on roll</b>                  | 36  |
| <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>                 | 23 January 2020   |

## 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 usually operates from Monday to Friday during term time only. It is temporarily closed on Mondays due to the current pandemic situation. It currently operates from Tuesday to Friday from 9.15am to 3.30pm. Seven members of staff work at the setting, six staff hold childcare qualifications at level 3 and one staff holds a childcare qualification at level 2. The pre-school provides funded early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Geetha Ramesh

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The manager and the inspector carried out a learning walk together and discussed the intent, implementation and impact of the curriculum.
- Parents shared their views with the inspector regarding their children's time at the setting.
- The inspector took account of children's views and had discussions with staff.
- The inspector carried out a joint observation with the manager and assessed the quality of education.
- The provider and the manager attended a meeting with the inspector and shared information regarding the provision and arrangements for safeguarding.

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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