

Inspection of Langmoor Pre-School

Langmoor Primary School, Kenilworth Drive, Oadby, LEICESTER LE2 5HS

Inspection date: 15 June 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children demonstrate secure attachments with staff. They confidently leave parents at the door and settle quickly. Children readily engage in the variety of activities on offer. For example, children embrace outdoor play. They confidently run, ride scooters and climb a small climbing frame. Staff provide extra challenge and show children how to roll and spin hula hoops. Children laugh as they run after them. This helps children develop their muscle strength and coordination skills. Children know how to keep themselves safe. They remember that they need to put on sun cream when they play outside as the sun may burn their skin. Children are learning to be independent. They wash their own hands, wipe their own noses and help tidy away toys.

Children are confident communicators. For example, children pretend they are at a drive-through restaurant. Their social skills are developing as they decide who will be the customers and who will take the orders. Children organise themselves well as they line up in their toy cars to make an order. They listen carefully to what their friends want and then busy themselves preparing the pretend food. Children are learning to play cooperatively and are developing friendships.

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

- Managers and staff strive to achieve an inclusive environment. Children with special educational needs and/or disabilities receive effective support. For example, staff work closely with other agencies such as speech and language therapists. As a result, children make good progress from their starting points.
- Staff support children's speaking and listening skills well. They ask children questions and prompt them to suggest ideas. For example, staff draw a spiral and children excitedly say that it looks like a 'snail ball'. Staff ask if they mean a snail shell. Staff extend this further and talk about the pattern on the shell. This encourages children's growing conversational skills and helps children learn the correct words for things.
- Staff provide opportunities for children to develop their small-muscle skills. For example, children concentrate as they carefully punch holes into paper. Staff show children how to attach a paperclip. Children say, 'Wow! How did you do that?' They remember what staff have told them and try themselves. Children make marks as they pretend to write a prescription for their dolls who are sick. This supports children to develop the muscles they need for early writing.
- Overall, large group-activities support children to learn. During registration, children use good recall skills as they remember what they learned the previous day. Pre-school children listen well as staff explain what activities are on offer. However, sometimes, these activities can be too long. This causes younger children to disengage.

- Staff support children to behave. Children are encouraged to share, listen to each other and take care of resources. Staff are good role models who show children how to be kind to others. For example, pre-school children are helped to be mindful of younger children. To this end, they do not get upset when younger children want to interrupt their games. Instead, they give them time to engage. Children are learning to be respectful of others.
- Staff plan activities to encourage all areas of children's learning and development. However, at times, children's learning could be extended further. Staff do not provide enough challenge for the more able children. They do too much for children rather than encouraging them to do things for themselves, for example to unwrap their own drinking straws and find their own jackets. In addition, staff do not model how to use scissors correctly. This means children give up and tear the paper instead.
- Staff provide healthy snacks and fresh drinking water for children. They use snack time to help children understand the benefits of eating well. For example, children confidently tell staff that fizzy drinks and sugar are bad for their teeth.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge of the possible signs that a child may be at risk of harm. They know what procedures to follow if they have concerns. Staff know what to do if they are concerned about the conduct of a colleague. The manager ensures that safer recruitment checks are conducted to ensure the suitability of staff working with children. The setting is secure and is routinely checked to ensure the ongoing safety of children. Children are learning to be safe. For example, children tell staff that they need to drink water to keep safe in the heat.

What does the setting need to do to improve?

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

- make better use of the opportunities to extend children's learning during activities and daily routines
- review the implementation of group times to ensure all children remain focused.

Setting details

Unique reference number	EY347734
Local authority	Leicestershire
Inspection number	10064470
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	35
Number of children on roll	33
Name of registered person	Harrison, Sally Ann
Registered person unique reference number	RP512647
Telephone number	07710192045
Date of previous inspection	23 September 2015

Information about this early years setting

Langmoor Pre-School registered in 2007 and is based within Langmoor Primary School, Leicester. The pre-school employs five members of childcare staff. All staff hold appropriate early years qualifications, including one member of staff who holds a qualification at level 5, two staff who hold qualifications at level 3, and one staff member who holds a qualification at level 2. The setting opens Monday to Friday, during term time only. Morning sessions are from 9am until midday every day. Afternoon sessions are held on Tuesday and Thursday from 12.30pm to 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Susan Hyatt

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and the inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of an activity with the manager.
- Parents shared their views on the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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