

# Inspection of Church Langley Pre-School

Church Langley Pre-School, Church Langley School, Harlow, Essex CM17 9TH

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Inspection date: 21 February 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Children develop strong, nurturing relationships with staff at this warm and welcoming pre-school. They show personality and confidence. Children choose from a large range of stimulating and exciting resources and show high levels of enjoyment and curiosity. For example, children play with water and fill containers as they make potions. They find a piece of a leaf submerged in a bottle and say, 'I wonder what it is?' Children benefit from lots of praise and encouragement from staff, this empowers children and builds their confidence and self-esteem. Staff have high expectations for all children, including those with special educational needs and/or disabilities.

Staff promote children's physical health. Children enjoy playing outside in the fresh air. They have access to a range of equipment and activities that help them to move their bodies and build their muscles. For example, children jump in and out of tyres and climb on the apparatus, jumping off at the end of the run. Children immerse themselves in their play and sustain their interest in activities for long periods of time. For example, they concentrate as they write their names on blackboards and practise early writing skills and letter formation. They mix different colours of chalks on the concrete and discuss the effects.

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

- Children benefit from a curriculum that provides them with enriching experiences. It is based on their interests, what they already know and can do, and their next steps. Staff provide a good balance of free-play activities and adult-guided experiences. They observe children and use evidence to monitor their development. Children make good progress.
- Children show superb interest in books, and they listen to stories attentively. Staff use comments and open-ended questions and seek children's interpretation and understanding. Children's literacy skills are further enhanced through a range of resources to promote their mark making in all areas of the pre-school.
- Children benefit from a language-rich environment. Staff consistently engage children in conversations and understand the importance of giving children time to respond. They introduce new ideas and extend children's vocabulary. For example, children play with the sand, they pat it using their hands and use truck tyres to make patterns. Staff explain to the children how sand is made. They talk about crushing rocks into small 'grains', becoming the sand that children experience on the beach and in the sand tray.
- Children, including those who speak English as an additional language, are supported to make good progress in their communication and language skills. Children show their understanding and communication skills through their responses.

- Staff support and facilitate children's independence well. Children attend to their own needs such as dressing for the garden, using the toilet and washing their hands. Children are encouraged to help tidy-up equipment during transition times. For example, before lunch, they work together to tidy away and make space to sit as a group.
- Children learn responsibility and how to look after their environment. For instance, they use litter pickers to collect rubbish in the garden. They take part in this task to learn how to positively contribute to society and care for the world around them.
- Overall, staff model positive behaviours to children, such as listening and following instructions and responding positively to staff. Children show positive attitudes to learning and have helped to create a set of golden rules. However, these are not regularly used to remind children of the expectations. Occasionally, children struggle to take turns and share. This results in them not being able to understand how it impacts on others.
- Parents provide positive feedback about the pre-school. For example, they feel their children have plenty of opportunities to play and learn, and that their children are making good progress. Parents appreciate the communication they receive, particularly the daily discussions with staff.
- Staff are highly motivated and passionate. The manager reflects on what is working well in the setting, and implements changes together with the team. She provides support to the staff and they say that they feel happy and valued. They receive regular supervision and training.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff prioritise children's safety and welfare at the pre-school. They maintain an up-to-date knowledge of the signs that may indicate that a child is at risk of harm. They know who to contact to seek advice and how to raise and follow up any issues. They are confident about the process to follow if they had any concerns about a colleague. There are robust recruitment procedures and effective arrangements to check the ongoing suitability of staff. Staff undertake daily risk assessments to ensure the environment is safe and secure.

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

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

- give children consistent guidance and support to help manage their behaviour and learn about what is expected of them.

## Setting details

<b>Unique reference number</b>	2627370
<b>Local authority</b>	Essex
<b>Inspection number</b>	10276097
<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 at time of inspection</b>	3 to 4
<b>Total number of places</b>	58
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	C.L. PRE-SCHOOLS LIMITED
<b>Registered person unique reference number</b>	2619773
<b>Telephone number</b>	07840957111
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Church Langley Pre-School registered in 2021 and is located in Harlow, Essex. It operates Monday to Friday, from 9.05am until 3.35pm, during term time only. There are 11 members of staff, nine of whom hold appropriate early years qualifications at level 3 and above. The pre-school provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Marta Kellouche

## Inspection activities

- This was the first routine inspection the pre-school has 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 observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- A learning walk was completed with the manager to discuss the curriculum intent and how the provision is organised.
- The inspector completed a joint observation of an activity and evaluated this with the manager.
- The inspector reviewed relevant documentation, including evidence of staff qualifications and the suitability of the adults working with the children.
- The inspector took into account the views of parents spoken to on the day of the inspection.

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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