

# Inspection of Lapal Grange Preschool Ltd

Howley Grange Scout Headquarters, Bournebrook Crescent, HALESOWEN, West  
Midlands B62 0HZ

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Inspection date: 12 July 2024

<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**

This committed staff team ensures daily that the layout and use of the environment and resources make a significant contribution to children's independence and learning. Children are warmly welcomed by staff who prioritise their emotional well-being. Children confidently put their belongings away and quickly settle into activities. They respond extremely well to the routine. For example, when staff shake the tambourine, children immediately help to tidy the resources and get ready for outdoor play. Staff have the highest expectations of children and plan a challenging range of physical play resources. For example, children competently use the challenging assault course created from a variety of objects such as crates, planks and stepping stones.

Staff have an in-depth understanding of what children enjoy and their development and use this information effectively to help children make good progress. Staff encourage children to explore, discover and investigate their environment, which is designed to build on what children enjoy and what they have been learning. In the role play area, children easily adopt roles and narrate their play as they pretend to visit the dentist and doctors. For example, children use words such as 'prescription', 'appointment', 'bandage' and 'plasters' as they make pretend appointments and explain how they have hurt themselves.

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

- A carefully designed curriculum, which prioritises preparing children for school, is successfully delivered by the staff team. Staff creatively use a wealth of books as a base to inspire children to learn and successfully incorporate all areas of learning to help children progress. Staff adopt a flexible approach and observe children daily to include their changing interests to motivate them to learn.
- Partnerships with parents are strong from the start. Home visits are made to each child when they first start and this benefits children to help them build a rapport with staff. It also helps staff swiftly identify any children or families who may need additional intervention and support. Parents report they are impressed by the quality of information they receive about their children's development. For example, the weekly updates about the curriculum, informative progress reports and parents' evenings provide them with information they need to help them support their children.
- The inclusive approach adopted by staff ensures children with special educational needs and/or disabilities are supported well, and they make good progress from their starting points. The manager ensures referrals are quickly made to external agencies to help children receive the support they need. Staff are attentive to the needs of children who speak English as an additional language, and they make good progress. For example, staff obtain key words in

children's home languages and encourage parents to record familiar phrases in their home languages to help children settle.

- Promoting children's literacy development is a high priority. Staff provide a rich range of engaging opportunities for children to increase their finger, hand and arm strength in preparation for writing. For example, children learn to use scissors and show high levels of engagement as they write and make marks at the table and on chalkboards. Books are used extremely well by staff to reinforce learning. The book of the week to help children talk about their emotions is well received by children. For example, children show high levels of engagement and recite familiar phrases and talk about the author and illustrator of the book.
- There is a strong key-person system and staff know their children well. For example, staff identify precise next steps to help build on children's learning and daily work with their assigned key children in small groups. Staff identify any children who may need support in their communication and language skills and they benefit from a small nurture group to help close gaps in their learning. However, during whole-group sessions, staff do not always plan diligently for the mixed-age group of children taking part. Consequently, on these occasions, the youngest children do not take part fully and get the very most from the experience on offer.
- The enthusiastic and dedicated manager works alongside the staff team and constantly reviews the care and education provided. Staff benefit from regular monitoring, coaching and supervision sessions to ensure teaching is consistently good. However, the manager has not identified that staff do not consistently create opportunities for the least vocal children in the group to speak and increase their confidence.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- support staff to plan more effectively for the youngest children in the group to help increase their involvement during activities and extend their learning potential
- increase opportunities for the least vocal children to talk during group situations to increase their confidence and speaking skills.

## Setting details

<b>Unique reference number</b>	EY501074
<b>Local authority</b>	Dudley
<b>Inspection number</b>	10349304
<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>	2 to 4
<b>Total number of places</b>	44
<b>Number of children on roll</b>	51
<b>Name of registered person</b>	Lapal Grange Preschool Limited
<b>Registered person unique reference number</b>	RP910113
<b>Telephone number</b>	0121 421 2265
<b>Date of previous inspection</b>	27 September 2018

## Information about this early years setting

Lapal Grange Preschool Ltd registered in 2016 and is located in Halesowen. It is open Monday to Friday, from 9am until 3pm, during term times only. There are seven staff employed. Of these, one holds an early years qualification at level 4, three hold a qualification at level 3 and three are unqualified. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Parm Sansoyer

## Inspection activities

- This was the first inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in the evaluation of the provider.
- The inspector and the manager completed a learning walk together to gather information about the experiences provided.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager and nominated individual. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector took into account the views of parents.

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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