

# Langham Preschool

Langham Community Centre, School Road, Langham, Colchester, Essex, CO4 5PB



## Inspection date

24 April 2015

Previous inspection date

6 February 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff provide a stimulating, exciting environment with easily-accessible resources and activities that cover the seven areas of learning well. As a result, children gain confidence in their play and make good progress.
- Staff interactions with the children are positive and reassuring. Consequently, children form warm, caring bonds with their key person, staff and each other. They demonstrate they feel happy, safe and secure in the environment.
- Staff manage children's behaviour well. They remind children of the boundaries in place and use techniques, such as distraction, to support children to share and form positive relationships with each other.
- Staff support children to understand how to keep themselves safe and well. They explain to children why it is important to wear a hat outside in warm weather.
- Staff form strong and successful relationships with parents. They actively encourage them to contribute to children's learning. Parents make observations of their children at home and staff use these to inform their assessments and planning for the children's learning. Consequently, children make good progress.

### It is not yet outstanding because:

- Staff do not always use every opportunity to extend children's knowledge about the world around them and develop their critical thinking skills.
- Some staff are more experienced and knowledgeable than others. They do not always share their skills or observe each other, to expand their understanding of how children learn.

## What the setting needs to do to improve further

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

- enhance activities by maximising opportunities to extend children's knowledge about the world around them and their critical thinking skills
- enhance the already good systems in place to support staff to share practice, by introducing strategies, such as peer-to-peer observations, to foster a culture of continuous improvement and a consistently high quality of teaching throughout the pre-school.

### Inspection activities

- The inspector observed activities in the pre-school room and the outside play space.
- The inspector spoke to members of staff, committee members and children at appropriate times during the inspection and held a meeting with the manager and deputy manager.
- The inspector carried out a joint observation with the deputy manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures.

### Inspector

Daniella Tyler

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff complete accurate assessments of children's capabilities. They use these to plan activities that are tailored to children's individual learning needs. Consequently, children make good progress in all areas of learning. Staff provide children with a good range of literacy resources. They use these to support children to recognise and write letters and enjoy fiction and non-fiction books. Therefore, children are prepared for the next stage in their learning, including the move to school. Children develop their understanding of the world around them, as they plant seeds and water flowers. However, staff do not use all available opportunities to extend children's knowledge and critical thinking during these activities. While children water the flowers, staff do not talk about how flowers grow and follow children's lead when they start to count the flowers. Staff regularly share information with other settings about children's development. They use this information effectively, when planning activities based around the children's learning needs.

### **The contribution of the early years provision to the well-being of children is good**

Children have many opportunities to develop important independence skills. They wash their hands, put on their own coats and access the toilet independently. Children develop a sense of pride and feel valued. Staff and parents' contribute to 'wow' moments, where children have made an achievement in their development. These are shared at registration time and the children receive a certificate. Children have many opportunities for physical exercise and access to fresh air. They ride on toys in the garden, dance to music and walk around the local field. Staff support children to understand the importance of healthy eating. They also advise parents of healthy choices for lunchboxes.

### **The effectiveness of the leadership and management of the early years provision is good**

The management and staff implement the learning and development requirements well and keep children safe. Risk assessments are thorough to ensure that children are protected from harm at the pre-school. All staff have the correct suitability checks in place, indicating they are suitable to work with children. The management's self-evaluation is comprehensive and highlights their strengths and areas for improvement. They plan to further improve the outdoor area. This includes adding more natural resources to the kitchen, so that children further develop their independence and knowledge of the world around them. The management regularly oversee staff's practice and in supervision, discuss areas for improvement. The management's training plan supports staff in accessing a good range of training opportunities. Consequently, staff maintain a good skill level throughout all aspects of their practice. However, some staff are more knowledgeable and qualified than others. They do not have opportunities to consistently share their skills and knowledge with each other, to provide an even higher quality of interaction with the children. Staff form comprehensive plans with health professionals and parents for children's health and education needs. Therefore, children are fully supported and make good progress, given their starting points and capabilities.

## Setting details

<b>Unique reference number</b>	203942
<b>Local authority</b>	Essex
<b>Inspection number</b>	865224
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	39
<b>Name of provider</b>	Langham Pre-School Association Committee
<b>Date of previous inspection</b>	6 February 2009
<b>Telephone number</b>	07930963638

Langham Preschool was registered in 1990. It employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2 or 3. The pre-school also employs a finance officer. It opens from Monday to Friday term time only. Sessions are from 9.15am to 11.45pm and 12 noon to 2.30pm, the afternoon session includes a lunch club. The pre-school provides funded early education for two-, three- and four-year-old children.

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