

# Inspection of Langham Pre-School

School Road, Langham, Colchester CO4 5PA

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Inspection date: 30 June 2021

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<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 enter the pre-school confidently. Their happy, smiling faces greet staff as they excitedly leave their parents to begin their pre-school day. Children who arrive early, wait eagerly for their friends to arrive so that they can engage in purposeful play with their favourite buddies. Children are very well-behaved. They show a clear understanding of the pre-school's rules, for example, they confidently collect a small cushion from the rack to sit on during a planned phonics session. Children join in with the phonics song and act out the sounds enthusiastically.

Children show that they are keen and active learners. For example, they ask questions of the adults to enhance their learning. They excitedly join in with a wide range of well-planned activities, based around their interests, a current favourite being dinosaurs. Children design and make their own 'dinosaur swamp' in a large sand pit in the garden. They decide on the correct amount of water, flowers, leaves, twigs and soil they will need to make the swamp, 'swampy' enough for them to stamp in, and for their dinosaur figures to roam in. Children make good progress in their learning. They are effectively supported by their key person who has high expectations of them, based on the sound and accurate knowledge they know about each child.

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

- Children show kindness and respect for each other. Staff have worked hard since the setting returned to full working following the COVID- 19 (Coronavirus) lockdowns, to re-build children's understanding of boundaries. Children are actively involved in determining the rules. For example, they take photographs of each other to make a book about 'how to keep safe at pre-school'. The images show photographs and captions, for example, 'we place toys carefully in their boxes', rather than 'throwing them'.
- The manager and staff continuously develop their questioning skills to help children to think critically and to consider ways of resolving problems for themselves. Staff practise waiting for a period of time after asking a question to allow the child time to consider their answer. They try to phrase questions in the most open way. The impact of this is clear to see, as children take time to think about, consider and respond to questions from adults.
- Parents speak extremely highly of the staff and manager. They talk about how the staff help their children to feel safe and to settle confidently. They comment on the excellent parent partnerships and how staff help them to seek appropriate interventions from other agencies when their children require additional support. The manager constantly reviews their methods of communication, to ensure that she is reaching all parents.
- Staff confidently build on children's prior knowledge. They plan activities with

various learning intentions for different children. For example, the paint printing activity, based on dinosaur feet, is planned as a fun painting experience for the younger children. Older children, however, are encouraged to focus on comparing the size of the dinosaur footprints with a mathematical learning intention.

- Children's literacy skills are enhanced across the setting. They have excellent opportunities to practice their writing skills as they freely access pens, paper, clip boards, chalk and paint. They borrow their favourite book each day from the setting to take home and share with their parents. Children tell staff what they want to be when they grow up and draw pictures of their chosen career. The list includes a superhero, a unicorn keeper and a helicopter.
- On occasions, staff do not follow through planned activities well enough to ensure that the learning intention is fully fulfilled. For example, they sometimes use books and other resources to support learning, that are not appropriate. Some staff do not help the older children to develop the mathematical concepts planned for the printing activity, losing the opportunity to fulfil this intention.
- Staff do not always model learning for younger and less-abled children. For example, they fail to notice when children cannot hold scissors and other tools correctly to enable them to achieve their chosen task.

## Safeguarding

The arrangements for safeguarding are effective.

Staff and leaders understand their responsibilities with regard to protecting children. They demonstrate a good understanding of wider safeguarding issues, such as radicalisation. Staff update their safeguarding knowledge, for example, through regular training. The manager frequently tests and reviews staffs' knowledge of current safeguarding procedures to ensure that they are up to date. For example, she quizzes them and gives them scenario-based questions to consider. New staff are thoroughly vetted as part of the setting's recruitment procedures. Managers and key persons work effectively with other agencies to safeguard children.

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

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

- develop staffs' consistent implementation of the learning intentions of planned activities to enable children to gain the best outcome from these experiences
- support children to use tools and resources correctly to help to promote the physical development of younger children.

## Setting details

<b>Unique reference number</b>	2646166
<b>Local authority</b>	Essex
<b>Inspection number</b>	10198378
<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>	24
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	Langham Pre-School CIO
<b>Registered person unique reference number</b>	2646167
<b>Telephone number</b>	07984717503
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Langham pre-school re-registered in 2021 as a Charitable Incorporated Organisation (CIO). The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday term time only. Sessions are from 8.15am to 3pm Monday to Thursday and 8.30am to 12.30pm on Fridays. The pre-school receives funding for the provision of early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lynn Hughes

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) 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 and manager held a learning walk and discussed how the staff implement the curriculum.
- The inspector spoke to the manager, staff and children at appropriate times.
- The inspector held a meeting with the manager.
- The inspector viewed a selection of appropriate documentation, including proof of the staff and trustees suitability checks.
- The inspector spoke to a number of parents and took account of their views.
- The inspector observed staffs' interactions with children and assessed the impact on children's learning and development.

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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