

Langtree Hall Childrens Nursery

Inspection report for early years provision

Unique reference number EY436511
Inspection date 26/06/2012
Inspector Mary Wignall

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Type of setting Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Langtree Hall Children's Day Nursery opened in 1996 and re-registered as a limited company in 2011. It is situated in Standish, near Wigan and it operates in a converted, detached building.

The nursery is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 78 children in the early years age group may attend the nursery at any one time. The nursery is open each weekday from 7.30am to 6pm all year round with the exception of bank holidays. There are currently 60 children on roll all in the early years. The nursery employs 10 staff, all of whom hold appropriate early years qualifications. The manager is supernumerary. The setting also employs a cook and in addition, one administration staff member.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery staff create a warm and welcoming environment. Children enter and settle quickly as staff welcome and support them well. Overall, children thrive and make good progress in their learning and development. Staff implement effective policies and procedures to ensure children's welfare in partnership with parents. Partnerships with others ensures each child's care and education is fully supported. Managers and staff are committed to improve identified weaknesses and make good use of quality improvement processes. Self-evaluation procedures reflect this ambition for quality and set challenging targets for further improvement

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure at least one person who has a current paediatric first aid certificate is on the premises at all times when children are present (Safeguarding and promoting children's welfare). 11/07/2012

To further improve the early years provision the registered person should:

- support children in using a range of information, communication and technology equality, such as, cameras, photocopiers, compact disc players, tape recorders and programmable toys in addition to computers.

The effectiveness of leadership and management of the early years provision

Staff have a confident understanding of safeguarding issues including the role of designated person and local authority in safeguarding children. Relevant training is regularly undertaken and policies and procedures revised in line with good practice guidance. Staff recruitment procedures are robust and benefit from a recently completed safeguarding audit. Clear records are held to demonstrate the suitability of staff. Staff training is monitored to ensure staff have relevant qualifications. However, on the day of the inspection there were no staff on duty who had a current first aid certificate. This a breach of requirements and does not fully protect children if ill or injured. Managers recognise this breach resulting from certificates for some staff very recently expiring and staff with current first aid certificates being on leave on the day. They have already made arrangements to rectify this position. A rolling programme of first aid training for staff is already booked, the first being completed in the following week. Staff consistently implement risk assessments procedures to ensure children's safety.

Continuous improvement is effectively achieved as the staff and managers have a positive attitude to change. They work closely with the local authority making full use of support workers and training opportunities for staff. Staff are enthusiastic about the benefits to children of training courses they have attended to promote children's language and communication skills. Recent redecoration of the nursery has been completed taking on board parents' suggestions. They have successfully created a relaxing, calm, homely environment in which children enjoy cosy sitting areas and good quality equipment. A suggestion book in the entrance area records positive comments from parents and visitors and demonstrates the nursery's commitment to engage with parents. Parents comment on the close relationships they have with staff and value the time they spend daily to talk about their child. Daily exchange books, well-organised display boards and parents' evenings ensure parents are well-informed about the nursery and their child's achievements. Partnerships with external organisations, such as, the local inclusion team mean each child's individual needs are fully identified and supported to ensure all children achieve their full potential. Staff receive training in equality and diversity issues and plan activities to promote children's understanding of different cultures and festivals.

The quality and standards of the early years provision and outcomes for children

Staff plan a good balance of adult and child-initiated play by having flexible routines that are child-focussed. As a result children are confident and move easily between activities. Planning for individual children is completed by each child's key person and builds on their interests and achievements. Staff observe children's learning daily giving them a good knowledge of children. Children's learning progress is recorded in files and clearly shows their progress in all areas of learning. Regular summaries of children's progress help staff and managers monitor children's development and are easily understandable for those who read

them. Generally, planning is effective, although children's access and use of information, communication and technology equipment are at times limited.

Staff build good relationships between the children. New children to the nursery are well-supported by their key person and other staff. Staff welcome children by name and explain to other children who they are and encourage them to say, 'hello'. This promotes children's communication skills and sense of belonging. Children demonstrate they feel safe as they are fully engaged in play and chat with interest to staff and other children. Staff encourage children to resolve their own problems. As a result, children are supportive to each other and help each other in putting on shoes or fastening their coats. Younger children settle calmly to sleep as the staff know their sleeping patterns and preferences and offer sensitive support. They encourage children not resting to explore other activities or sit and read books together. Young children enjoy the attention and show good listening skills. They delight as they point to their favourite pictures or make appropriate sounds for the animals or vehicles they see in the book.

Children have a healthy attitude to fresh air and exercise. They enjoy playing out in the garden. Separate designated areas allow children to develop their own games and fun. For instance, as some children ride with speed on wheeled toys others sit quietly on the swing in the quiet garden. They notice their friends joining them and happily move over to share the seat together. They watch the colourful windmills swirl in the wind happily chatting together. Others use the climbing equipment to see the world from different perspectives and develop their physical skills. Young children learn to feed themselves at an early age as they are given appropriate cutlery to use and time to practice. Staff understand the learning opportunities the outdoor space offers children and plan activities they know children enjoy.

Children's numeracy, communication and literacy skills are promoted daily and ensure children learn useful skills for the future. Children see their names in print as part of the daily routines. Staff encourage children to recognise their names in playful activities. They have high expectations of the children as they encourage them to find their name and pictures on their individual box when putting away personal items. Staff make sure children have time to recognise their boxes and give targeted praise for children's efforts thereby developing their confidence and self-esteem. Children join in activities to notice different colours in the environment eagerly. They show pride as they recognise different ones demonstrating good sorting skills. Staff model good counting skills as they point to each item as they count. Children enjoy joining in counting how many children are going outside to play.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met