

Langtree Hall Childrens Nursery

Langtree Hall, Langtree Lane, Standish, WIGAN, Lancashire, WN6 0QQ

Inspection date	18/10/2013
Previous inspection date	26/06/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff in the pre-school room demonstrate an effective knowledge of the characteristics of effective learning and teaching. Consequently, children are provided with activities that stimulate and take hold of their interest.
- The management team have a good overview of children's achievements which means that they can effectively identify children's strengths and any areas needing further support.
- Staff provide children with an environment which is relaxing, calming and which does not over stimulate them through bright colours.
- The management team ensures that parents', children's and staffs' views of the provision are gathered regularly. As a result, the provision has an effective development plan in place which highlights strengths and areas for development.

It is not yet outstanding because

- Resources to further develop children's awareness of their senses, for example, open-ended resources and treasure baskets, are not yet fully in place.
- Equipment and resources are not always made available to children at all times, which means that children cannot continuously take charge of their learning.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children in all the rooms of the provision.
- The inspector took account of four parents' views on the day of the inspection.
- The inspector spoke with the management team at appropriate times throughout the visit.
- The inspector looked at various pieces of documentation, such as children's development files, staff files and a range of policies and procedures.

Inspector

Mary Chekired

Full Report

Information about the setting

Langtree Hall Children's Day Nursery opened in 1996 and re-registered as a limited company in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted detached building in the Standish area of Wigan. The nursery serves the local area and is accessible to all children. It operates from 7.30am to 6pm and there are two enclosed areas available for outdoor play.

The nursery employs 10 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2 or 3, including one with Early Years Professional Status, as well as two unqualified members of staff.

There are currently 63 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language.

What the setting needs to do to improve further

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

- provide children with a wider range of interesting resources, which will excite their curiosity and extend their language and communication skills. For example, crinkly paper, a shiny basket or mirrors

- enhance the provision of resources to enable children to access them independently, and have more opportunities to lead and extend their own play.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children at this provision are provided with a relaxing and calming environment. For example, the neutral decoration and soft furnishings provides children with a homely environment. As a result, children are calm because they are not over stimulated by bright colours. Educational programmes cover the seven areas of learning. For example, staff in the toddler room provide children with tools to make marks, magnifying glasses to investigate the outdoors and books to encourage literacy. Children in the baby room have access to some resources, such as pop-up toys, sand and books. However, there is scope to offer babies more opportunities to investigate and explore through their senses by providing resources, such as crinkly paper and material.

Staff in the pre-school room are very knowledgeable about how children learn. For example, a parent asked if staff could support their child's knowledge of mathematics by increasing their child's awareness of numbers. The pre-school member of staff demonstrated her knowledge of the characteristics of effective learning by providing activities, such as sand and streamers for children to practise number patterns. As a result, staff demonstrate effective teaching methods. Staff play number games with children and ask them to count the number of places needed at lunchtime, which gives children an opportunity to problem solve.

Children in the pre-school room show they are confident as they freely show their artwork to staff and visitors. Staff in the baby room readily praise children for their efforts in building a tower, which encourages their self-esteem. Children in the toddler room learn to take turns as staff remind them they need to wait their turn to get their snack. Children have opportunities to play educational programmes on the computer, such as colour matching games. Children use torches to investigate light and scales to weigh, as well as magnifying glasses outside to look at insects and bugs closely. Consequently, children are provided with resources which stimulate their interest in the world.

Children in the pre-school room are supported well with language and communication, as staff provide a running commentary while they play with the play dough. Children in the toddler room sing action songs while they wait for snacks, while staff in the pre-school room read children a story while they wait for their lunch. Staff in the pre-school room pause to allow children to ask questions, for example, children talk about wearing wellies as the weather begins to change. One child tells the group that she has lots of wellies, which triggers a conversation amongst all the children. Staff support the conversation well by providing children with the time to talk and ask questions. Children in the baby room sit and listen to a story read by a member of staff, which helps to develop their interest in books. A number of children in the baby room use dummies, which sometimes hampers their ability to communicate.

Staff complete accurate observations on children, which means that children can be provided with activities, which support their development. Staff use a tracking system which is effective in identifying children's development needs. As a result, staff know where children are in their development. Children with English as an additional language are supported by staff who meet their needs. For example, staff ask parents for key words and phrases in their home language showing they value each child's language.

Parents throughout the provision provide basic information about their child upon induction, for example, children's interests. Staff are, at present, working with the local authority advisor to develop an 'all about me' pack, which will enable staff to gather more information on each child in their care. Parents are kept informed of their child's progress through yearly parents' evenings as well as free access to their child's development file. Parents are provided with opportunities to speak with their child's key person at drop off and collection times, which means that there is a consistent approach to information sharing.

The contribution of the early years provision to the well-being of children

Children show an attachment and form close bonds with staff and their key person because staff ensure they know all the children within their room. As a result, staff are able to provide consistent care when a child's key person is not available. Staff in the baby room complete a daily diary, which is shared with parents. Parents are provided with information about what their child has eaten that day as well as information around activities they have enjoyed and how long they have slept. As a result, staff provide children with continuity of care. Children in the pre-school room have opportunities to develop their independence and self-help skills, for example, by toileting without support and pouring their own drinks at lunchtime. Consequently, children are developing some skills in preparation for starting school.

Children at the provision learn about a healthy diet as they are provided with fruit at snack times and are encouraged to eat it because it is good for them. Children learn about personal needs as they are encouraged to toilet independently and staff ensure they are on hand if support is needed. Children are also encouraged to wash their hands after toileting and before they eat, which ensures that are learning to follow correct hygiene practices.

Children's behaviour is good, because staff ensure they are engaged in activities. Children are provided with opportunities to develop a positive awareness of diversity as staff provide them with resources which reflect their differences positively. However, resources are not always made available to children at all times, which means that they cannot always take charge of their learning. Children in the toddler room learn to take turns when staff remind them they need to wait their turn to get snacks and children in the pre-school room are encouraged to use their manners. For example, staff reinforce the use of 'yes please' and 'thank-you'. Consequently, children are becoming aware of social acceptance.

Staff invite teachers from local schools to visit the children in the setting. The teachers read stories to the children and observe them in their play. Consequently, children become familiar with their teacher, which therefore, makes the transition to school smoother. Children are well prepared for transitions into the setting because staff ensure that the induction period meets each child's individual needs. For example, each child's key person accompanies them for an initial period into the next room. This helps children settle more quickly and gives them the security they need, while adjusting to a new room.

The effectiveness of the leadership and management of the early years provision

Children are cared for by committed members of staff who want to provide the best for all children in their care. Staff attend regular training sessions via the local authority which ensures that staff are kept up to date with current thinking and legislation, for example, safeguarding children. Staff show that they have a good understanding of their roles and responsibilities to protect children in their care. The management team and staff ensure that safeguarding policies and procedures are reviewed and updated regularly. For example, there is a policy in place for the safe use of cameras and mobile phones in the

nursery. The provider shows they have a secure knowledge of how to safeguard children which includes ensuring that visitors to the setting do not have unsupervised access to children. The owner has failed to notify Ofsted of a change in her address which is a breach of the welfare requirements. However when questioned, the inspector is satisfied that the management team now show they have a good understanding of when to notify Ofsted of changes. Vetting and recruitment procedures are thorough, which ensures the suitability of all staff working with the children. Staff ensure that risks are minimised within the provision by carrying out regular risk assessments. For example, a daily risk assessment is completed on all areas the children have access to both indoors and out, which ensures that children can safely move around the provision. The provider lives in a separate apartment above the premises, which can only be accessed via a single staircase to it from the outside of the building ensuring children are safeguarded further.

The management team have a good overview of children's achievements within the setting as they provide the local authority with specific data on a yearly basis. For example, data submitted is provided around children's prime areas of learning and development. This means the management team successfully identify children's strengths as well as specific groups of children who may need additional support. Parents spoken to on the day of the inspection feel that the nursery staff are very caring to both the children and parents. Parents feel that staff support them well, for example, if they have any concerns about their child but also if they had personal problems. Parents state they are kept informed of their child's learning and that staff are very adaptable in meeting their needs. Parents spoken to say their children have impeccable manners, which they owe to the nursery, and their children come home very happy and eager to talk about what they have done.

The management team are in the process of updating their self-evaluation with the support of parents, children and staff. Parents receive questionnaires to complete and staff involve children in discussions about what they like about the nursery. Staff are encouraged to express their views at staff meetings, which ensures that the management team gain a good overview of the setting's strengths and areas for development. The management use the information gathered to complete an improvement plan for the setting. For example, staff are aware that some children in the baby room have an attachment to their dummy and this can cause language and communication delays. The management team and staff, with support from parents, are planning to raise awareness of problems caused by the possible overuse of dummies. They are in the process of gathering information around recent initiatives, such as 'bin the dummy campaign' and support parents with the challenge of limiting the use of dummies by putting in place a 'dummy tree' at Christmas.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY436511
Local authority	Wigan
Inspection number	939097
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	78
Number of children on roll	63
Name of provider	Langtree Hall Day Nursery Limited
Date of previous inspection	26/06/2012
Telephone number	01257472586

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

