

# Langley Gorse Day Nursery

Inspection report for early years provision

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<b>Type of setting</b>	Childcare on non-domestic premises

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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*.

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## Description of the setting

Langley Gorse Day Nursery is one of four settings owned by the same provider. It was registered under new ownership in 2010. It operates from the ground and first floor rooms of a converted Victorian House in Langley Gorse, Sutton Coldfield. The nursery serves the local and surrounding areas and has strong links with local schools. There is a fully enclosed area available for outdoor play.

The nursery opens each week day, for 51 weeks of the year. Sessions are from 7.30am until 6.30pm. Children are able to attend for a variety of sessions. A maximum of 50 children may attend the nursery at any one time. There are currently 68 children attending who are within the Early Years Foundation Stage. The nursery is registered on the Early Years Register. Funded early education is provided for three- and four-year-olds. There are systems in place to support children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 18 members of childcare staff, of which 17 hold appropriate early years qualifications and one staff member is working towards a recognised qualification. The nursery receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy a stimulating and varied range of play and learning experiences within this well-organised and inclusive setting. Observation and assessment information is used very well to monitor and support each child's progress through the Early Years Foundation Stage programme. Relationships with parents, carers and other childcare professionals are very strong and supportive, ensuring children receive individualised care. Highly effective self-review systems have resulted in a continually improving setting in which children feel happy and settled. Most policies and procedures are effective in practice.

## What steps need to be taken to improve provision further?

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

- improve the arrangements for the preparation and handling of food at meal times
- improve induction arrangements for new staff to help them understand how the provision operates and their role within it.

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

Children are protected from harm and neglect because staff have secure knowledge of all safeguarding procedures. The effective key person system ensures that each child receives close and personal attention, helping them to feel safe and reassured. Children's safety and well-being is further promoted through robust risk assessment procedures, which ensure that children can move freely around their designated rooms. Emergency evacuation plans are carefully considered from all areas of the nursery. This ensures that children can leave the building quickly and calmly in the event of a fire emergency.

Detailed information about each child is obtained and accurately recorded and all of the necessary consents are in place. This ensures that children receive individualised care. Comprehensive written policies, covering all aspects of the provision are established and regularly reviewed to ensure they are up-to-date with good practice guidelines. Rigorous checks are completed to ensure the suitability of staff working with the children, although induction procedures are less effective in practice. This means that staff who are new to the setting are not clearly informed of their role and responsibilities when they first arrive. This potentially impacts on children's safe care, although this risk is minimised due to good systems in place to ensure that children are closely supervised and cared for by familiar adults.

Children are valued as individuals and practice is inclusive. Staff hold designated responsibilities to ensure that the needs of each child are met. Activity plans are well developed and show how the individual needs of each child are supported and their 'next steps' are clearly identified. Toys, books and picture resources are used effectively to develop children's awareness of diverse communities and lifestyles. As a result, children develop a positive attitude and an active approach towards equality and diversity.

The management team and staff are highly committed to ongoing professional development. An extensive training programme has been introduced which has significantly enhanced staffs knowledge and skills. They are enthusiastic about the Early Years Foundation Stage programme, introducing new concepts and ideas to their practice which benefit children's care and learning experiences. The views of all those involved in the setting are sought and acted upon, which has resulted in continual improvements to the organisation of resources and the environment. Action plans for future developments are currently in progress to further improve the outdoor provision. Significant investments in good quality resources ensure that children enjoy a bright, stimulating and welcoming environment, in which they settle quickly and develop their curiosity and interest.

Highly successful partnerships with parents, carers and other childcare and health professionals ensure that children are cared for according to their individual needs, routines and interests. A series of introductory meetings and welcome events are arranged so that parents are well informed of all aspects of the provision, before their children start to attend. Transition arrangements are effective which helps

children transfer confidently to different areas of the nursery. Comments and views received from parents are positive and complimentary. They feel well informed about the nursery developments and the educational programmes. This helps them to support their child both within the setting and at home. Staff ensure that children with identified needs receive high levels of support at an early stage. This enables them to participate fully in all aspects of the provision. Relevant information is shared between other carers and settings so that children receive complementary care and education.

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

Children make good progress towards the early learning goals because they are actively engaged in a well-balanced programme of activities which present good levels of challenge for all age groups. For example, babies are inquisitive and curious, taking great interest in the things that they see and hear around them. They delight in lifting objects in and out of boxes and listening to the sounds of different musical instruments. They find out how things work as they press buttons to operate shape sorters and action toys, and handle simple technology equipment, such as toy cameras and mobile phones. They develop their physical skills as they practice coordinated movements between the furniture and smile proudly as they negotiate the steps and slides on the indoor climbing equipment. They develop confidence in their emerging skills as they progress to fixing jigsaw puzzles of varying complexity.

Toddlers become excited as they experiment with a variety of tools and containers as they play in the sand. They learn to follow instructions for safe behaviour, as staff gently guide them away from throwing the sand, in case they hurt themselves or others. They practise their fine movements using craft materials, chalks, crayons and pencils as they begin to make marks on paper and handle different textures. They enjoy physical activities outdoors, developing their larger movements as they run, jump and climb. They push and pedal wheeled toys with increasing control and coordination. Pre-school children are inspired to learn as they make choices and decisions about what they want to do and play with. The well-resourced and accessible room enables children to express their creativity and imagination, as they select different materials to construct with. They introduce their own toys to their imaginative play, adding meaning and purpose to their learning.

Staff skilfully encourage children to express their thoughts, feelings and emotions in a variety of ways, such as in the role play home corner and during small group discussion times. They value special events in children's lives, offering ideas and support to enhance children's learning at home. Resources are used effectively to introduce children to words and pictures that reflect people's differences and similarities around the world. Children with identified needs and those who speak English as an additional language, receive close and supportive attention to ensure that they can participate in the full range of activities offered.

Older children show increasing interest in the natural world, explaining clearly how

tadpoles change into frogs. They are beginning to take part in planting and growing projects, taking responsibility for watering seeds to grow into flowers and vegetables. They thoroughly enjoy listening to stories, repeating familiar words and phrases that they recognise. They develop a sense of time as they self-register their names at the beginning of the day and when they are ready to serve themselves to a snack. They confidently use numbers for counting during their play and adult-led activities. They count forwards and backwards as they reflect how many days are in the week and how old they will be on their next birthday. They enjoy continuous outdoor provision during their self-chosen play, developing their confidence and skills as they dress and undress themselves for indoor and outdoor games. They become familiar with more structured routines as they prepare for transition to their next educational setting. Children behave well because the staff act as positive role models. They speak kindly to the children, offering positive encouragement to celebrate children's successful achievements.

All children benefit from periods of fresh air and exercise throughout the day. They rest and sleep according to their individual needs and routines, promoting their healthy growth and development. They follow good hygiene procedures which help to prevent the spread of infection. Meals are healthy and nutritious, although food is not covered when it is transferred from the kitchen to the children's rooms, which increases the possibility of contamination. Significant developments in all aspects of the provision are well-targeted to bring about improved outcomes for children.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	1

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
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	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	1
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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