

# Langley Gorse Day Nursery

Langley Gorse, Fox Hollies Road, SUTTON COLDFIELD, West Midlands, B76 2RU

<b>Inspection date</b>	02/10/2012
Previous inspection date	14/04/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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

- Children's development is effectively promoted and they show they are at the expected level of development in all areas of learning. They make good progress from their starting points. Practitioners have a good understanding of promoting children's learning through stimulating activities.
- Children are happy in the nursery and enjoy activities. All children have formed strong bonds with their key person and interact positively with their peers. Children are well behaved because practitioners acknowledge good behaviour and praise children appropriately.
- The effective partnership with parents is underpinned by two-way communication, ensuring they are well informed about the systems in the nursery, including the transition process. Strong partnerships with other providers ensure children are effectively prepared for their transition to school.
- Effective management systems, such as regular supervision, support staff and enhance their performance. The self-evaluation process includes an improvement plan that is targeted to bring about effective changes.

### It is not yet outstanding because

- Group sizes are sometimes a little too large to ensure all children gain full benefit from the activity.

## 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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed activities in three rooms and the outside play area.
- The inspector held meetings with the manager and the nominated person of the provision.  
  
The inspector looked at children's assessment records, planning documentation,  
■ evidence of suitability of practitioners working within the setting, and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Adelaide Griffith

## Full Report

### Information about the setting

Langley Gorse Day Nursery was reregistered in November 2010. It is situated in a rural area of Sutton Coldfield, West Midlands, and operates from a large Victorian building surrounded by 2.5 acres of land. The nursery has six dedicated rooms, two of which have direct access to an outdoor play space. It is easily accessible for all. The nursery serves children from the immediate and surrounding areas, and some families who commute from further afield. It is linked to the Deanery Sure Start Children's Centre.

The nursery is registered on the Early Years Register. There are currently 85 children aged from five months to under five years on roll. The nursery receives funding for the provision of early education for three- and four-year-olds. It is open each weekday from 7.30am to 6.30pm for 51 weeks of the year, excluding Bank Holidays.

There are a total of 22 staff employed, including the manager, deputy and four room leaders. Of these, 19 are qualified, 18 of whom hold qualifications at level 3 and above. One member of staff holds a level 2 qualification and three are working towards a recognised childcare qualification.

## **What the setting needs to do to improve further**

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

- maximise learning opportunities by reviewing the organisation of some activities so that all children have the space and time to contribute.

## **Inspection judgements**

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

Practitioners provide a wide range of activities to promote children's learning and development effectively. Children's communication skills are developing well because staff talk to them constantly and this helps them to achieve expected levels of development. Children in pre-school express their thoughts and opinions clearly. The free-flow system works well because children are able to access the vast outside space at different times during the day. The staff join with outdoor play, encouraging children to ride around on scooters and in cars. Children's physical skills are developing well because they have ample space to run around and babies are challenged to move around in the room as staff place resources in a way that encourages them to reach out, grasp and hold.

There is a good balance between child-led play and adult-led activities. Some children sit at tables where they draw pictures, expressing their imaginative skills. Children draw family portraits, providing explanations about the figures which are in proportion. Others have the skill to recall a previous discussion about hedgehogs and draw their own representation of this. They hold and use pencils with good control, demonstrating well-developed skills in using one-handed tools. Practitioners competently implement planned activities to promote children's exploratory skills and knowledge of the world. For instance, following discussion about autumn, practitioners and children go outside to look for bugs and animals. Skilled questioning promotes children's thinking, and challenges them to consider where insects might be found. Children correctly indicate the areas along the hedge rather than the middle of the field. Practitioners are flexible in their approach and often follow children's lead and link this to the activity. For example, when a piece of log is found with insects attached, they talk about the size of the insects and where they live.

However, sometimes activity groups are a little large and, although most children remain fully engaged, others are at times less focused, thereby missing aspects of this interesting learning experience.

The starting point of each child is documented following discussion with parents, and practitioners carry out a series of observations during the settling-in period to note what children can do. They follow this up with frequent observations, then use the information to record children's progress and to promote learning further through planned activities that address individual needs. Displays of children's work create a child-friendly environment and the examples of their writing ability are clearly visible on the self-registration board. For example, some children can form recognisable letters while others use name cards to indicate that they are in the nursery.

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

Children feel very secure because the key person system is highly effective in helping them to feel comfortable in the nursery. An eight week settling-in period is agreed with parents and allows staff to note which adults children consistently turn to for reassurance and support. This information is used to allocate the key person who has been 'chosen' by the child. As a result, children develop strong attachments and feel secure. Children's personal, social and emotional development is particularly well promoted. Staff cuddle babies frequently, cradle them during bottle feeding, and always sit close by to give assistance as children play and learn new things. Young children move freely around in their room, exploring their surrounding and developing early movement skills, such as pulling themselves up and climbing. Children throughout the nursery are happy, smiling frequently and talking confidently to adults and peers.

Practitioners adhere to routines for babies as agreed with parents and they discuss changes before these are implemented to ensure continuity with home. Younger children are learning to recognise their own colour-coded glasses and point to these or stand at the table to indicate that they need a drink. They are all encouraged to use cutlery independently and staff have high expectations that they will achieve this skill. The self-help skills of pre-school children are nurtured positively, and most can put on coats and footwear with little or no assistance. Older children are beginning to learn about the benefits of healthy choices because practitioners talk about these at dinner time when children eat freshly prepared, balanced meals.

Behaviour is good and children's self-esteem is raised consistently because practitioners praise children for their good manners, using resources correctly and for cooperating in activities. Transition between rooms is managed exceptionally well. Parents are informed in advance and have opportunities to meet the room staff. Progress reports are completed for each child before they move into other rooms and children are prepared to join the older age group through a range of effective strategies. For example, children aged between two and three learn to serve themselves at meal times to ensure they develop this skill competently before moving up to the next room. As a result, they feel confident and integrate easily into the older age group.

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

The nursery manager and the nominated person are very clear about their responsibilities to meet the requirements of the Early Years Foundation Stage. Staff are well informed about child protection procedures and they systematically adhere to the policy relating to the use of mobile phones on the premises. Rigorous recruitment and induction procedures ensure that adults working with children are suitable to do so. All staff receive regular supervision from senior management to identify where support is needed to improve their performance that will benefit the children. The member of staff overseeing the training programme for the nursery ensures that all staff access training in-house or off-site to increase their knowledge and understanding of the early years sector. The manager consistently monitors the planning and implementation of activities, joining in regularly to ensure that she knows all children well. Consequently, she is able to comment confidently on the progress children are making in their learning and development.

There is a strong capacity to maintain continuous improvement in the nursery. Regular room meetings are held to review practice. For instance, staff have made a decision to use the field at the front of the premises to provide more digging and planting activities to extend children's learning. Staff meetings provide opportunities for shared discussions about issues relating to the running of the provision. The management is responsive to suggestions from parents, such as a request to provide meals cooked on the premises. As a result, there are now plans to employ a cook. A detailed improvement plan includes steps to be taken to address areas of weakness. For instance, work to the drive leading to the nursery is planned. Recommendations from the last inspection have been addressed effectively.

The manager and staff work well with parents to meet children's needs. Parents contribute to the initial assessment of children's development and have access to learning journeys which helps them to to keep abreast of the child's achievements. The daily two-way flow of communication ensures that parents know about their child's experiences in the nursery. Progress reports are shared at parents' evening and they are invited to write comments or to provide information about the home to support children's care and learning further. Parents receive copies of the nursery's policies and they comment positively about the friendly approach of the staff, the wide range of resources and activities offered and staff's willingness to work with parents to manage care issues. The manager and staff work equally well with other providers. For example, teachers from local schools visit the nursery and the Early Years Foundation Stage profile is completed for each child moving on to school.

**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. 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

<b>Unique reference number</b>	EY417588
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	884085
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	60
<b>Number of children on roll</b>	85

<b>Name of provider</b>	All About Children Ltd
<b>Date of previous inspection</b>	14/04/2011
<b>Telephone number</b>	01213 511632

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### **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 that are usually their 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.

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