

# Langridge Childcare

Langridge Centre, Langridge Crescent, MIDDLESBROUGH, Cleveland, TS3 7LU

## Inspection date

Previous inspection date

26/02/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

### Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children settle well and form secure and trusting relationships with nursery staff.
- Good standards of cleanliness are maintained throughout the nursery areas to help prevent the spread of infection.
- Effective risk assessments are undertaken on the premises. This means children are cared for in a safe, secure environment.
- The nursery is well-resourced with good quality toys and equipment. It is welcoming and inviting to children.

### It is not yet good because

- Some activities do not help children to make the best progress in their learning because their different development stages are not always taken into account.
- Children do not have the opportunity to move freely between indoor and outdoor environments so they can choose where they wish to play and spend additional time in the fresh air to promote their health.
- Staff do not provide regular opportunities for children to play and interact with other children to support their development.
- Parents do not have the opportunity to contribute information about what their children are learning at home so the staff can take this into account when planning activities.

## 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.

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 activities in the playroom and outside area.
- The inspector held meetings with the manager and spoke to staff and children.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation and other documentation.
- The inspector took account of the views of parents expressed through nursery questionnaires.

## Inspector

Lindsey Pollock

## Full Report

### Information about the setting

Langridge Childcare was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a portacabin in the grounds of The Langridge Initiative Centre, in Middlesbrough. The nursery serves the local and surrounding areas and is accessible to all children. There is a fully enclosed area available for outdoor play. The nursery employs three members of child care staff. Of

these, all hold appropriate early years qualifications at level 3 and above, including one member of staff with Early Years Professional Status. The nursery opens Monday to Friday during term time. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently two children attending who are in the early years age group.

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

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- improve the planning of challenging and enjoyable learning experiences by taking into account the stage of development of each child.

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

- create a free-flow environment between indoors and outdoors to further promote children's health and to give them the opportunity to choose where they want to play
- provide additional opportunities for children to play alongside others to help them make relationships and to prepare them for their eventual transition into school
- increase the opportunities for parents to contribute information about what children do at home and use this shared knowledge to plan together and think through ideas of how to move the child forward.

### **Inspection judgements**

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

Children make satisfactory progress in their learning and development. Staff plan activities that are based on children's interests, but do not always take into consideration children's differing development stages. This means that some activities lack appropriate challenge and do not help children to make the best possible progress in their learning.

Staff promote children's language development by talking clearly to them and repeating words so they hear them pronounced correctly. They recognise children's current interests, for example, trains. They make sure the train set is out and books about trains are readily available. As a result, children engage quickly in play when they arrive. Staff give children the time and space to explore the environment and understand the importance of not interrupting children's play unnecessarily. Children demonstrate

appropriate levels of understanding. Staff support this area of learning by asking children questions and asking them to complete simple tasks, such as, sitting down when they have a drink.

Children are making sound progress in their physical development. Staff provide a range of tools, such as, paint brushes and crayons for them to use, and make sure there is space for them to move around the setting. Because of the low numbers of children on roll, there is often only one child present at a time in the nursery. This means that children do not get frequent opportunities to play alongside other children to further develop their social skills, such as sharing and taking turns and to help them make relationships. Staff are beginning to think of ways to address this issue, but as yet, they have not made any firm arrangements. Consequently, children are not currently fully supported in learning some of the skills and dispositions they need to make the transition into school.

Parents are encouraged to contribute some basic information about what their children know and can do when they first start at the nursery. This helps staff to establish starting points for their learning to help with planning. Learning journals are in place for each child. These include some observations and photographs and are shared with parents. However, arrangements are not in place to give parents opportunities to contribute information about what their children are learning at home so the staff can take this into account when planning activities.

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

Staff implement suitable systems to help children make the transition from home to their care. Children visit with their parents or grandparents so they become familiar with the environment and routines. As a result, they settle quickly and are comfortable in the setting. They demonstrate positive relationships with the staff who care for them and approach them confidently and with affection.

Staff encourage children's independence skills by ensuring toys and resources are easily accessible. As a result, children confidently choose what they want to play with. Staff sit with the children at lunch time and model good table manners so that children can learn from them. Children behave appropriately and respond positively when staff ask them to do something. Staff make reasonable arrangements to promote children's health. Good standards of hygiene are maintained throughout all childcare areas to help prevent cross-infection. Children enjoy healthy food choices at snack and meal times and satisfactory arrangements are made to enable them to play outdoors in the fresh air. The outdoor area is directly accessible from the playroom. However, staff do not take advantage of this to create a free-flow environment between indoors and outdoors. This does not enable children to make their own decision about where to play and does allow them additional time to play in the fresh air to promote their health.

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

The manager and staff demonstrate a satisfactory understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. They understand their responsibilities for safeguarding and complete child protection training. A range of policies and procedures are in place to support staff including the safe use of mobile phones and cameras. Children are cared for in a safe, secure environment. Effective daily checks of the premises and outdoor areas reduce the chance of accidents occurring. Suitable recruitment procedures ensure all staff are checked with regard to their suitability, qualifications and experience, in order to keep children safe. The required documentation is in place and staff monitor this and make changes where needed to ensure this meets with legal requirements. For example, they have recently changed the way in which children's attendance is recorded so information is clear and accurate.

The manager has a sound understanding of the learning and development requirements. Steps are taken to ensure there is a satisfactory range of activities and experiences that help all children develop. However, these are not monitored effectively to ensure they provide appropriate challenge so that children make the best progress possible. The manager adequately monitors staff performance and they have opportunities to attend various training courses to improve their knowledge. For example, staff are supported in attending training, such as, safeguarding and first aid. The nursery is beginning to work closely with the local authority advisor to make improvements to their practice and are keen to develop the provision. They seek parents and children's views through regular conversations and questionnaires and are willing to adapt the service as needed. Partnerships with parents are positive and friendly and contribute to meeting children's needs. The manager is aware of the importance of working in partnership with other providers to promote continuity in children's care and learning when this is appropriate.

### 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
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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>	EY448599
<b>Local authority</b>	Middlesbrough
<b>Inspection number</b>	880912
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	20
<b>Number of children on roll</b>	2
<b>Name of provider</b>	Mrs Elizabeth Avril Downey and Miss Paula Downey
<b>Date of previous inspection</b>	Not applicable

**Telephone number**

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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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