

# Langford Day Nursery

The Corner House, Bristol Road, Langford, BRISTOL, BS40 5JE

## Inspection date

Previous inspection date

12/08/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

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 are developing warm and trusting relationships with staff that help them feel settled, safe and secure.
- Children benefit from a wide range of activities in the spacious outdoor play areas to promote their physical skills and to allow them to learn about natural life.
- Staff encourage children to lead their own play, make choices and manage tasks for themselves. As a result, children are developing good self-confidence and independence.
- Children benefit a good range of picture, story and reference books which they enjoy and choose freely for themselves to develop their early literacy skills, language development and understanding of the world.

### It is not yet outstanding because

- The home corner is not always well-resourced or organised effectively to encourage older children to use their imaginations well.
- Not all parents are encouraged to consistently contribute to their child's learning and development within the nursery.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities and the quality of teaching in the play rooms and outdoor play area.
- The inspector sampled children's assessment records and planning documentation.
- The inspector took account of the views of parents.
- The inspector conducted a joint observation with the registered person.
- The inspector held a meeting with the registered person and manager to assess suitability and qualifications of staff and management's knowledge and understanding of the Statutory Framework for the Early Years Foundation Stage requirements.

## Inspector

Bridget Copson

## Full Report

### Information about the setting

Langford Day Nursery registered in 2012. The nursery is privately owned and operates from a converted residential property in Langford, North Somerset. Children are mainly cared for on the ground floor with sleeping facilities on the first floor. They have access to enclosed outside play areas at the front and rear of the premises. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 54 children on roll in the early years age group. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. The nursery supports children who learn English as an additional language. The nursery is open weekdays from 8am to 6pm, for 51 weeks of the year. A team of 10 staff members are employed to work directly with the children, most of whom hold relevant early years qualifications.

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

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

- extend older children's pretend play in the home corner more effectively by providing more resources for them to use their imaginations
- encourage all parents to get further involved in their child's learning, for example, by contributing information about what their child does at home and providing photographs of their child's family and pets.

## Inspection judgements

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

Staff know the children well and effectively plan and assess each child's learning individually. Staff observe children as they progress and record their observations in children's learning diary. They use this information to plan children's next steps of learning in the areas of play which interest children most. Consequently, children are making good progress. Staff work with parents from the start to settle children in and meet their developmental needs effectively. They also keep parents informed of their child's progress effectively and provide parents with the required progress check for two-year-olds. However, staff do not enable all parents to provide accurate information about their child's stage of development on starting, or contribute consistently to activities to help promote their child's learning further.

Staff working with babies provide calm and gentle reassurance with lots of close support and encouragement; as a result, babies explore freely and interact well. Staff working with older children interact with energy and enthusiasm, creating an active and evolving environment with lots of exciting experiences. Children's choices are valued by staff that encourage them to lead their own play and respond to children's ideas and interests. As a result, children are motivated learners who maintain attention well in their play. Staff challenge children effectively to promote their development. For example, children benefit from short and sharply focused experiences in regular small group times, lots of discussion, questions and guidance in problem solving to help them achieve. These experiences provide each child with a good range of skills to prepare them for their next stage of learning.

Children are developing good self-confidence and independence. They arrive happy and seek out their friends to play with. Babies reach for toys that interest them and older children combine resources to extend their play. Children also manage tasks for themselves, such as changing their shoes, chopping food, managing their lunch and helping to tidy up. These skills help prepare children well for school. Children's communication and language skills are developing well. Babies' voices are valued and staff respond positively to their babbles, smiles and first words to encourage their communications and include them. Older children share their news and views with others at sociable meal times and in the many discussions. Less confident children benefit from the small group times in which they feel more able to contribute their news and knowledge. For example, children talk about the countries they have visited, how they travelled and how they managed to sit on a camel.

Children enjoy a good range of books to develop their early literacy and language development and understanding of the world. Babies pull picture and story books from low units to look at and take to staff to read with them. Older children listen well to stories during which they discuss and contribute elements of the story, and ask questions, such as what a question mark is. Children explore many different media and materials using their hands and tools to experiment with texture and colour. For example, children mix coloured paints, add gel to change the texture which they squish through their fingers and then add this to water to observe how this changes. Babies also explore baskets of different resources to find out what they feel and taste like and what they might do. Children pretend play in the home corner and with small world toys. However, the home corner is not always well-resourced or organised effectively to encourage older children to use their imaginations fully.

Children benefit from lots of outdoor play in the spacious and exciting garden to develop their physical skills and health. Here, babies sit on rugs to observe others and crawl on the grass to explore. Mobile children use the fixed play equipment, wheeled toys, logs and tunnel to develop their physical skills and to run freely. Children also use the area to learn about natural life in practical activities to promote their understanding of the world effectively. For example, children plant and tend to flowers, herbs and vegetables and observe worms in their 'wormery'. Children also learn about one another's cultures and languages. For example, children learn about the Diwali celebrations, welcome one another in their home language and play with toys reflecting positive images of diversity. A few children also see a reflection of themselves within the nursery, such as photographs

of their family and pets which parents have provided. However, this is not reflected consistently for all children to help them learn about their own lives and those of others at the nursery.

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

Children are happy, settled and developing warm and trusting relationships with staff. This is because the small and consistent team of staff work closely with parents from the start. In addition, staff ensure children's comforters and favourite nursery toys are always close at hand to help re-assure them. This helps children in the move between their home and the nursery. Staff meet younger children's care routines according to parents' wishes and implement a consistent nursery routine for older children. For example, children know when they hear the bell to 'freeze' and get ready to tidy up for the next activity. Consequently, children feel secure and prepared for changes throughout the day.

Children benefit from clean and well-maintained play rooms in which they move around safely due to measures in place. Babies enjoy a warm and nurturing environment in which they play on soft mats and rugs. The open plan playrooms allow all children to look through, wave and shout out to their siblings, friends and staff. This promotes their personal, social and emotional development. Older children enjoy a good range of interesting and changing activities and experiences for them to explore and choose additional toys to lead their own play and ideas. As a result, children of all ages choose and lead their own play and exploration freely.

Staff are good role models who promote children's positive attitudes and behaviour successfully. They provide calm and consistent messages, and gentle reminders of the golden rules to help children understand what is expected of them. As a result, children behave well and are forming friendships with one another who they seek out to play with. This guidance also helps children to learn about keeping themselves and others safe in their play.

Staff promote children's healthy lifestyles effectively. Children benefit from lots of physical play and outdoor activities, and learn the importance of sun safety. Children enjoy healthy and nutritious meals and snacks which they sit to eat together at sociable meal times. Children sleep according to their routines within the peaceful baby room. This all helps to ensure they are well-rested and nourished throughout the day. Staff provide parents with feedback sheets to keep them fully informed of their child's day.

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

Management and staff all have a secure knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage framework. They have a good knowledge of the correct procedures to follow if they have a concern about the welfare of a child. Management follow robust vetting procedures to help ensure

staff are suitable to work with children. In addition, clear policies and procedures, risk assessments and a 'safeguarding and welfare requirements check' help to maintain good standards of health and safety.

Management and staff demonstrate a commitment and drive to maintain continuous improvement in the quality of care and learning for children. Staff are all involved in using the Local Authority Quality Improvement Planner to evaluate aspects of the provision. These areas are identified at staff meetings and from feedback from parents. As a result, children benefit directly from the improvements made. For example, children now enjoy improved menus and meals and a more relaxed lunch time experience. Staff's views are valued and sought in the development of the provision through staff meetings and writing their suggestions on wall charts in the staff room; currently focusing on improving 'parental involvement'. Management implement successful systems to monitor the impact of the staff team's practice on children's care and development. This includes staff supervision sessions every two to three months, annual appraisals and management working with staff regularly.

Partnerships with parents are good. Parents are provided with comprehensive information about all aspects of the provision. Staff keep parents informed well through displays, daily feedback sheets, daily communication and newsletters. In addition, parent are reminded that staff are available to discuss their child's progress at any time, and staff invite parents to meet with them more formally throughout the year. Parental views are valued and sought through questionnaires and verbal feedback. Parents state their children 'always have something to say about what they have done' and the organisation allows the children to 'see and interact with the babies, which they love'. Staff work together successfully with the other early years settings some children also attend to help ensure continuity of care and education.

### **The Childcare Register**

The requirements for the compulsory 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

<b>Unique reference number</b>	EY454574
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	899014
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	39
<b>Number of children on roll</b>	54
<b>Name of provider</b>	Langford Day Nursery Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01934 853000

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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, 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.

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