

Wellingtons for Langley Hall

Langley Quay, Waterside Drive, Langley, Berkshire, SL3 6EY

Inspection date

Previous inspection date

13/11/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- The nursery is extremely welcoming and inclusive. Children demonstrate their contentment and happiness in their play and in their interactions with staff.
- Children benefit from a highly stimulating environment indoors and outside, that promotes their learning securely in all seven areas.
- Staff have a solid understanding of children's starting points on arrival at the nursery and as they move on through their age group rooms.
- Staff plan exceptionally well for children's communication and language, physical, personal and social development. They have an excellent knowledge of children's progress and therefore are able to reflect purposefully on how to support children's next steps. Assessment is precise.
- The leadership and management of the nursery are inspiring. The management team drive forward their pursuit of excellence, which means that the outcomes for children are sustained. Children are making very good progress.
- High quality training and supervision mean that staff are constantly improving their practice, children's individual needs are identified quickly and morale is very high.
- Children are extremely well motivated to play and learn. They are very independent and extremely well behaved throughout the day.
- There are highly successful strategies to engage parents in their children's learning and very effective partnerships with other agencies and professionals.

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 in all seven rooms and the outdoors and evidenced the interactions between children and staff.
- The inspector engaged in conversations with staff, children and their parents.
- The inspector sampled the nursery's documentation and children's development records.
- The inspector took part in a joint observation with the manager and discussed the teaching skills staff use.
- The inspector read and took into account the nursery's self-evaluation form.

Inspector

Aileen Finan

Full report

Information about the setting

Wellingtons for Langley Hall originally registered in 2011 and re-registered under the same ownership, but as a limited company in 2013. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. It is situated in Langley, Berkshire. There are seven age group rooms based over two floors. Children also use a large outdoor garden, indoor soft play gym, a large hall and a sensory room. Children attend for a variety of sessions, including mornings, afternoons and all day. There are currently 236 children in the early years age range on roll. The nursery supports children speaking English as an additional language and children with special educational needs and/or disabilities. It receives funding for the provision of free early education for two, three- and four-year-old children. There are 22 permanent staff members with an additional six lunchtime cover staff. Of these, there are two staff holding early years professional status and another staff member has a childcare degree. All other staff hold appropriate qualifications apart from two of the lunch time cover staff. Many staff are working towards further qualifications. The nursery also employs a business manager, a further nine apprentices who are completing childcare qualifications, a chef and kitchen assistant, a maintenance person and administrative assistants. It also support students on work placements.

What the setting needs to do to improve further

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

- extend and build on the opportunities to help children to lead in conversations, talk about what they do and learn, and promote their ideas further, making links to past events or activities and their future learning.

Inspection judgements

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

Children are making extremely good progress in their learning and benefit from outstanding provision, delivered by highly skilled staff, that offers them rich and varied experiences. Staff make a highly accurate assessment of children's progress as they measure and track children securely from their starting points. Staff build on children's experiences and interests and interact enthusiastically so that children are encouraged to learn and enjoy what they are doing. They enhance children's thinking skills, language, communication and social interaction thoroughly. Staff provide parents with up-to-date information about their children's achievements and progress. They are proactive in making timely interventions to ensure all children's individual needs are met.

Children are extremely confident and positive and are very happy to attend nursery. They

have lots of fun and make friends. In small groups they play confidently with hand puppets, naming the koalas, bears, tigers and lions and engage extremely well with one another in their make believe play. Staff enrich children's enjoyment of books as they turn their role-play area into a bear's cave for example, as they follow a favourite story. All rooms have a favourite book of the week, which promotes children's enjoyment of stories. Staff have started to support how children promote their own ideas and make links to what they know, read or hear. For example, older children take part in an adult led activity. They help to enact another favourite book and take on the roles within the story. They are extremely confident to recall long sentences, being the witch or the dragon characters for example, which promotes their speech and self-awareness extremely well.

Staff are inspiring in their teaching methods and they have a very good understanding of the learning and development requirements for the Early Years Foundation Stage. As a result children enjoy a truly positive learning experience. Babies delight in exploring their sensory awareness in the purpose built sensory room, with projected lights and tactile resources. They learn sign language and staff promote this further by providing parents with the symbols in print to practise at home. Toddlers grow cress seeds. They learn to recall the stages of growth by seeing the photographs displayed over six days, which helps them to understand time and processes. Other children sing songs that promote their understanding of number and others paint with different colours and glitter. Some very young children are confident at writing their name, while others explore mark making through making handprints and spots with their fingers. Children are starting to understand how mixing colours make a different colour. They are confident to try this out for themselves.

Children of all age groups and of all abilities are making extremely good progress in relation to their starting points. They demonstrate excellent readiness for their next stage of learning because of the wealth of opportunities that the nursery and staff offer. Children's language is positively valued and nurtured. Staff follow I-Talk initiatives and tracking and all children take part in stimulating sounds and letters activities. They rise to the challenges of identifying the words that start with the letter of the week, and later learn how to write this letter due to inspirational teaching practice. Likewise, during story times, staff are extremely confident to use their tone and level of voice to thoroughly engage children in stories and singing activities. This very good practice ensures that all children, including those speaking English as an additional language, are making very good progress in their communication and language development.

Exciting additional activities from outside providers include support for older children to learn French and for some children to take part in swimming classes at a small additional cost. All children benefit from the skills of the qualified sports coach, who further supports children's essential physical development and coordination. Children have lots of fun during their music and movement class, listening to the instructions and developing a wide range of vocabulary that helps them to be aware of when to touch their head or jump high.

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

Children demonstrate that they are exceptionally happy and extremely well motivated at nursery. They are eagerly excited to join in and thoroughly enjoy their play and the activities planned for them. The classrooms throughout the nursery provide a highly stimulating environment for children to learn and play with attractive displays and interesting resources. Staff are highly skilled and sensitive in helping children to form emotional attachments. The main key person system is complemented very well by a buddy system. Further lunchtime support staff members provide children with continuity in their care. As a result, all staff know children exceptionally well and children have extremely warm relationships with the staff, who support their growing independence. Settling in sessions are extremely well planned. Parents are offered lots of support to help their children settle and provide staff with all the appropriate information so that the transitions into nursery are smooth. Staff offer consistent advice, based on their knowledge and expertise to support the needs of the few that do not settle immediately. This may include comforters from home or reading books at home about going to nursery. This very good practice means that staff, parents and children build bonds that in turn promote children's confidence in their new surroundings.

Children's behaviour is exceptionally positive. They show excellent respect for one another, staff and their surroundings. They are aware of the golden rules, such as having kind hands, sharing, counting to ten or walking away. Children receive rewards and certificates for demonstrating such good behaviour. This means that they demonstrate exceptional control in what they do and how they engage with their friends. Children thoroughly understand the importance of good hygiene. They know they need to wash and dry their hands prior to eating and do so with minimum supervision. Meal times are very sociable occasions with lots of discussion. Tablecloths and vases of flowers are placed on tables. Older children pour their drinks and serve themselves with lunch. Children clearly enjoy the nutritious and freshly prepared food provided by the nursery. Staff show great regard to promoting hygiene, wearing gloves and aprons when serving food. Children talk about the fact that they 'like carrots' and give advice to their friends to 'blow on it' as they notice the potato may still be a little hot.

Babies and staff show outstanding interactions and communication, both verbal and non-verbal. Babies receive many warm and welcoming cuddles, which help to cement their emotional bonds with the staff who care for them. They have lots of space to move around, crawl and learn to stand or walk. Babies excitedly knock down towers, sing songs with staff or develop their sensory awareness in the black and white area. The baby room is extremely clean, as is the whole nursery, which further promotes children's health, safety and well-being. Babies and toddlers often go out for walks together in the six-seat buggy, following robust risk assessment practice. The younger children have regular opportunities for using the sensory room or the soft playroom. This means that staff are proactively promoting younger children's physical development and offering enriching experiences to support their early learning. Babies and toddlers sleep according to their needs, and consequently they wake refreshed. As a result, children are thoroughly ready to resume their play because they have received the rest they need.

Children's safety is of the utmost importance to the nursery. Security within the nursery building is strong and effective through the use of a keypad entry system. Staff monitor

and supervise any visitors. They give children clear messages about their own safety, for example in using resources and in regard to their own health. They promote children's independence very well. Children are encouraged to use the toilet independently as soon as they are able to and to put on their coats prior to going outside. They line up and wait to be counted before heading outdoors and the same when coming back inside. Staff use antibacterial cleanser to ensure their hands are free from germs after helping children to blow noses or after changing nappies.

The very stimulating outdoor environment provides children with vast learning experiences. For example, they relish digging in the extremely large sandpit and discussing the weight of their bucket or if it is 'full'. They explain that digging is 'hard work'. Children's relationships are firmly secured by interacting and communicating with one another in one of the three role-play houses. Children ride around on trikes and in cars, steering confidently. They also construct with the large-scale building blocks. They help to put together the guttering pieces, roll their balls down and anticipate when to run to catch them. Staff interact with them extremely well and while letting children lead their play, skilfully extend the challenges for children so they are motivated to learn more. Learning opportunities are limitless. Children benefit from regular fresh air and exercise whatever their age through the outdoor environment. Staff help parents to understand that children need to take informed risks and play in all types of weather. The nursery provides children with all-weather suits and put on their wellington boots as they turn on the hose and jump into puddles with excitement.

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

The management and leadership of the nursery are inspirational and senior personnel are highly experienced, meaning that staff morale is extremely high. The management team strives for excellent practice throughout the day-to-day care of children and in supporting children's individual needs. Staff work very well together and are extremely positive role models to children, who therefore feel valued and happy to attend. The management team is very proactive in continually assessing targets to improve the outcomes for children. It's highly reflective practice ensures that there is a targeted programme of professional development for staff and high quality supervision, sharply focused on children's needs and staff practice. Questionnaires and feedback from staff and parents are acted on promptly which enables the nursery to be highly successful and provide very good quality care for children. Responses from parents and staff to these questionnaires are extremely positive. Therefore, the management team has a very clear knowledge of the strengths of the provision and can identify clear targets for the future planning. Recently these targets have included developing further enriching opportunities for children in the outdoor environment, introducing an online system to share children's observations, planning, and care and enhancing staff personal development. These identified targets have brought about vast improvement to the nursery.

Promoting the safety of children attending is fully embedded into nursery practice. Staff have an exemplary understanding of the safeguarding and welfare requirements for the

Statutory Framework of the Early Years Foundation Stage. They demonstrate a thorough understanding of their responsibilities to safeguard the children they care for and the procedures to take should they have a concern about a child in their care. These procedures are displayed throughout the nursery for easy reference. Staff adhere to the robust policies and procedures at all times to ensure consistency in day-to-day working and in promoting children's health, safety and well-being. Secure risk assessments for the environment, activities, outings and individual children further promote children's safety. Staff adhere securely to children's health plans and medical needs, allergies and dietary requirements. As a result children's care needs are met exceptionally well.

Recruitment practice is very strong. This ensures that the adults working with children are suitable to do so. The management team takes additional measures to ensure that all staff understand their responsibilities. For example, those staff with a previous suitability check, but awaiting updates for these because they are newly appointed, wear a green wrist band. This means that other staff know they cannot have unsupervised access to children. There are highly effective online induction systems and extremely thorough monitoring of staff performance, personal development and practice. Consequently, the management team is able to cascade training and give guidance for daily practice as well as supporting staff in their planning for individual children. Excellent partnership working with local colleges and the nursery mean that those staff training as apprentices are mentored well and go on to develop an extremely good understanding of their responsibilities to children and the skills to continue in their careers.

Parents are extremely happy about the care their children receive. They highlight the very good progress their children are making, and the support they receive for settling children into nursery. A parent states that the nursery provides 'a fantastic level of care'. The nursery is able to make a significant impact on how parents understand their children's progress. Staff ensure children receive a broad range of stimulating experiences and have a very good knowledge of how children learn. They are enthusiastic about sharing children's progress with parents through daily feedback, emails, sharing photographs and observations of children through the interactive white boards. Parents can also access their children's development records through a secure password system at home or read by hard copy. Each term staff invite parents to key person meetings and ensure that parents are part of the planning for children's next steps. Newsletters, stay and play events, emails, photo books and information about topics, or the book, letter or number of the week further help parents to promote learning further through extending activities at home. Parents can also access the mobile library.

Children's needs are quickly identified because staff have an outstanding knowledge of the learning and development requirements and an exceptional awareness of how to plan for individual children's needs from their starting points. They work exceptionally well to promote children's achievements and welfare by complementing the care provided by other professionals such as speech and language, particularly as a high number of children are speaking English as an additional language. There are excellent transition processes to help ensure that children are emotionally prepared for moving between age group rooms and then on to school.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY462773
Local authority	Slough
Inspection number	919198
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	145
Number of children on roll	236
Name of provider	Wellingtons for Langley Hall Ltd
Date of previous inspection	not applicable
Telephone number	01753 592913

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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.

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.

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