

# Langtry Nursery Centre

11-29 Langtry Road, London, NW8 0AJ

<b>Inspection date</b>	09/01/2014
Previous inspection date	19/06/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>1</b>
	Previous inspection:	1
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

- Children make excellent progress with their learning and development as they are taught by passionate, dedicated staff, who have a clear understanding of how children learn.
- The leadership and management of the nursery are excellent. They have high expectations of staff and there is a continuous programme of improvement to provide high quality care consistently for all children.
- The nursery establishes extremely positive partnerships with parents. It involves them fully in their child's learning and works effectively with them to provide children with consistent levels of care.
- Staff promote children's personal, social and emotional development exceedingly well. As a result, they are happy, confident and motivated learners.
- The nursery provides an excellent, stimulating and, overall, extensively resourced environment to support children's continuing development.

## 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 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 the all the rooms where children are cared for.
- The inspector had a long discussion with the manager, deputy manager and head of children's centre
- The inspector sampled documentation, policies and procedures and spoke to staff.
- The Inspector observed the outdoor area.
- The Inspector sampled children's files and planning documents.

## Inspector

Anahita Aderianwalla

## Full report

### Information about the setting

Langtry Nursery Centre registered in 1994 and is managed by the local authority. It is a purpose-built nursery centre located in the London Borough of Camden. Children have access to five playrooms, including a special needs unit for children on the autistic spectrum. All children have access to an enclosed, outdoor play area. The nursery serves the local community, with some referrals for children in need. The nursery supports children with special educational needs and/or disabilities and children learning English as an additional language. The nursery opens on weekdays from 8 am to 6 pm for 48 weeks of the year.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 73 children in the early years age group on roll. The nursery receives funding for the provision of free early education for children aged three- and four-years-old. The nursery employs 24 staff members, and four auxiliary staff. The manager has completed the National Professional Qualification in Children Centre leadership. Three teachers hold Qualified Teacher Status and all other staff 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:

- enhance good practice by reminding staff to continually explain why they are praising children.

### Inspection judgements

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

Children thrive in the nursery as staff know them exceptionally well and support their development through a wide variety of fun, stimulating learning experiences. The key persons for every child find out about their starting points through detailed information shared by parents. A home visit is planned and then parents are invited into the setting for a minimum of two weeks for settling in. Staff complete a variety of early assessment sheets, and various observations for six weeks, that provide an precise baseline for them to tailor planned activities to progress their learning.

All the children make rapid progress in their learning. Staff have a secure understanding of what young children enjoy doing and the varied ways in which they learn best. This results in children being constantly enthralled in the activities provided by the staff. Staff make highly perceptive observations of children's interests and of what children need to learn next. All the children have individual educational plans and parents are regularly invited to

contribute to them. This process ensures that all children receive excellent educational programmes that reflect their individual capabilities and interests. This enables them to identify children who may have any additional needs and provide effective early interventions for them. As a result, all the children make exceptionally good progress from their starting points.

Parents are fully engaged in their children's learning and staff regularly inform them of their children's progress. The nursery has a library from where children borrow books at the end of each week to read with their parents at home. This initiative is very successful in engaging parents in children's learning and supporting children's early reading skills further. Parents and staff communicate daily both verbally and through diaries, maintaining effective communication. Staff also send home books for parents to read at home and then gather feedback from parents. In addition, parents can take a special resources home from the very popular 'toy library' and fathers, grandfathers or any male friends are invited to accompany children on weekends, so that they can become fully involved in their child's learning. Hence, the nursery staff have highly successful strategies to engage all the family and involve them in the child's learning.

Staff track children's progress very closely in each area against the developmental stages for their age so planning can be effective in supporting them to reach their maximum potential. As a result, children make excellent progress with their learning and development as they receive a high level of support from dedicated staff who have a clear understanding of how children learn. Staff respect children, acknowledge, and value what they say. All children, including those with special educational needs and/or disabilities and those who are learning English as an additional language, thoroughly enjoy themselves learning through play.

Children's personal, social and emotional development is extremely strong. They are confident learners who actively explore their environments and concentrate well as they engage in a wide variety of activities. Babies crawl to toys that interest them and show developing coordination as they pick up a rings and metal spoons, wooden shakers and rattle in each hand and shake it. Toddlers recognise and name objects they see, such as a 'coloured ice blocks, and staff talk to them about how cold and what colour it is.

Staff begin to count the number of objects as they play in the outdoor areas and skilfully weave counting and number recognition in daily routines. Staff teach children a very good understanding of numbers and, consequently, young children recognise simple numbers and older child count in pairs. Children show very good imaginations as they engage in role play as they imagine they are at a doctors surgery and hospital. They are able to initiate their own play as they set out excellent resources for the hospital with their friends. They organise their thoughts well as they confidently talk to staff and one another.

Staff plan extremely exciting dance and movement sessions that teach older children about their body parts and help them to use their large muscles whilst they make 'rain' with different parts of their body and dance around the spacious room with large pieces of material. Staff make excellent use of different tones of voice to hold children's interest. Younger children have plenty of opportunities to roll around on the large pieces of paper

and paint on the floor making patterns with their bodies.

Staff regularly read stories to children and encourage their early literacy skills very successfully. They invite children to think about and discuss the content of the book, then to predict what will happen next in the story. As a result, children are captivated to listen, develop their understanding and are challenged in their thinking. They learn new words rapidly and practise their mathematical skills effectively as they play in small groups and experience interesting activities. For example, children who are interested in small creatures use magnifying glasses to study the worms, centipedes and snails found in the garden. They measure and compare the size of each and staff challenge them to think about how they move, what they eat and how they grow. Children use tape measures to see how big the centipede is and then have reference books to extend their ideas and learning. As a result, children are highly successful in finding practical ways to apply their newly learned measuring skills and understanding how to nurture and learn about the wider world.

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

Children's happiness and well-being are a high priority for staff. Excellent settling-in procedures enable children to move successfully into the nursery and between rooms as they get older. After a home visit, parents spend time with their child's key person at initial settling-in sessions to share information about their child. When children move between rooms they have introductory visits and staff share a written record with parents about children's sessions. Children have extremely positive relationships with staff and each other.

They amicably share resources and show care and consideration for each other. For example, children help each other as they serve each other food during lunch. Children are polite and their behaviour is exemplary. Staff have an excellent understanding of how to manage behaviour in a positive way. Staff have a strong ethos in the nursery that ensures they sign a code of conduct agreement before they begin working with children. Staff are calm and very respectful and ensure they are very well deployed to apply agreed behaviour strategies and provide clear guidance about how to treat all children and staff in the nursery. As a result, all children display high levels of respect and care for their friends and the environment.

Children can choose whether they play indoors or outside. They have easy access to an extensive range of high quality resources, which promote learning in all areas. Staff make very effective use of space to display children's artwork and educational posters at their eye level to provide stimulating learning surroundings. The environment is rich in print, including words in other languages known to children attending. This helps children learn that print carries meaning and to feel a sense of belonging.

Staff support children extremely well in developing an understanding of a healthy lifestyle. Children enjoy daily play in the fresh air, both in the outdoor and all weather gardens. Children have excellent opportunities to attend a variety of physical activity sessions that

help them develop healthy bodies. Young children have ample room to practise crawling, walking and climbing on indoor equipment. Babies and young children also practise rolling, jumping and climbing and there is larger scale equipment to provide increasing challenge for older children with climbing. Children have a wide variety of healthy, balanced meals to suit their particular dietary requirements. They follow routine hygiene practice as they wash their hands before eating. Staff actively support children in developing their future skills in readiness for their next stage of learning. Children confidently use age appropriate cutlery as they feed themselves at lunchtime. They take responsibility for their environment as they work together to tidy toys away before a change of activity. Children develop a strong understanding of safety through discussion with staff. Older children help risk assess their environment as they use pictures to identify safety and health features in their room and outside.

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

The leadership and management of the nursery are exceptionally strong and they have an excellent understanding of their responsibilities in meeting the requirements of the Statutory Framework for the Early Years Foundation Stage. Management give high priority to monitoring all areas of practice. This ensures they consistently maintain high standards and continually improve practice to benefit all children.

Rigorous and robust recruitment and induction procedures ensure all staff are vetted and suitable to work with children. Staff practice is monitored extremely well through ongoing supervision meetings and appraisals and continuing professional development is fully supported. Staff regard children's safety as being of the utmost importance. Members of the staff team have extensive knowledge and understanding of safeguarding issues. The manager ensures that staff update and refresh their knowledge by attending relevant training regularly. Staff have an excellent understanding of the procedures to follow with any safeguarding concerns and of their duty to protect children. There are extremely robust systems to deal with any allegations against members of staff and any inappropriate behaviour towards children.

The nursery has an excellent procedure and policy for complaints and these are shared with parents. Staff ensure that safety and wellbeing of children is not compromised by dealing with any concerns or complaints swiftly. Managers are fully aware of notifying Ofsted of any significant events to ensure they comply with all the regulations. Excellent systems are in place so children are cared for in a safe, secure environment. For example, the premises are secure and monitored by close circuit television. A record is kept of visitors to the nursery, their identification checked and they are requested to leave any mobile phones securely locked away.

Staff are professional, work exceedingly well together and demonstrate an overwhelming enthusiasm for their role in supporting children's learning and development. Meticulous record keeping systems enable staff to match planning to children's individual learning needs. Management also closely monitor children's learning. They compile data that gives

them a precise overview of the achievement of all children as a whole throughout the nursery in all learning areas. This monitoring system allows any gaps in achievement to be clearly identified and systems put in place to enable children to make maximum progress with their learning.

Staff work very closely with a wide range of outside professionals, such as the speech and language therapists, educational psychologists or social workers that attend the setting weekly. This enables them to effectively support any children who requires one to one or group work, to benefit their development, and provide immediate interventions to further progress and meet any specific need. As a result, staff make a strong contribution to meeting the needs of all children whom attend.

Staff establish extremely positive partnerships with parents and others involved with children's care and education. The staff team pride themselves on placing the greatest emphasis on working with families and carers. They have several groups, where they support parents and have parent and key person meetings such as 'Calling all Men days', 'Stay and Play', parents and staff committee meetings. Staff regularly send parents individual plans for their children, encouraging parents to make suggestions as to what they wish their children to learn next. The nursery has initiated a useful home/pre-school link, to further engage parents in their children's learning. Staff fully address parents' views and incorporate them into the self-evaluation process very effectively to drive future development.

The management have high expectations of staff practice and there is an on-going system of self-evaluation with a focus improvement plan in place. All nursery rooms also have monthly plans for improvement. Staff have regular supervision with set targets so that practice is continually enhanced to provide children with the best possible start with their development.

### **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
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

<b>Unique reference number</b>	100540
<b>Local authority</b>	Camden
<b>Inspection number</b>	944286
<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>	72
<b>Number of children on roll</b>	73
<b>Name of provider</b>	London Borough of Camden
<b>Date of previous inspection</b>	19/06/2012
<b>Telephone number</b>	020 7624 0963

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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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