

# Wellingtons for Langley Hall

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

## Inspection date

06/03/2014

Previous inspection date

13/11/2013

## The quality and standards of the early years provision

**This inspection:** 1

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 outstanding progress as a result of effective key person arrangements, precise assessment and planning and excellent teaching.
- Staff promote children's health exceptionally well through a strong focus on healthy eating, good hygiene practices and regular exercise.
- The highly effective partnership working with parents helps children to feel secure and ensures that information is shared well.
- Children are happy, confident and develop excellent social skills as a result of the support and encouragement they receive from staff.
- Accurate self-evaluation and a strong commitment to professional development result in a service that is constantly evolving to reflect the needs of children and their families.
- The fully inclusive nursery environment promotes positive images of diversity and supports children who speak English as an additional language exceptionally well.

## 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 viewed all areas of the nursery.
- The inspector spoke with the owner, manager, staff, parents and children at appropriate times during the inspection.
- The inspector observed the interaction of staff and children during a range of activities.
- The inspector undertook a joint observation with the manager in the garden area.
- The inspector viewed a selection of documents including policies, procedures and children's progress records.

## Inspector

Liz Caluori

## 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 an enclosed outdoor garden, indoor soft play gym, a communal hall and a sensory room.

The nursery is open from 7.30am to 6pm all year round. Children attend for a variety of sessions, including mornings, afternoons and all day. There are currently 278 children in the early years age range on roll. The nursery is able to support children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery receives funding for the provision of free early education for two, three- and four-year-old children.

There are 22 members of childcare staff who work regularly with the children. Of these, all of who hold appropriate early years qualifications including two staff who holding early years professional status and another who has a childcare degree. They are supported by a number of apprentices. There is also a business manager, administrative assistants, a chef and kitchen assistant and a maintenance person. o permanent staff members with an additional six lunchtime cover staff. 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:

- explore ways to create a more calming atmosphere to more easily settle children who require a sleep after lunch.

### Inspection judgements

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

The quality of teaching and care within the nursery is exceptional. The vast majority of children make rapid progress in all areas of learning. Staff support all children by offering carefully targeted support and interventions where necessary. Highly effectively planning and assessment ensures that children's individual abilities, preferences and learning styles are fully understood. Staff provide educational programmes which very successfully offer each child an appropriate level of challenge and which they enjoy enormously. Parents

take a full and active role in their child's learning, including working with staff to set future learning goals. They also contribute observations from home including videos of their children which are uploaded to their electronic progress records. Staff very efficiently complete the required progress checks for children aged two years and share these well with parents.

Staff understand how to promote children's language by asking open-ended questions and by using repetition and clear vocabulary. Children and staff engage in lively and fascinating discussions as they play, many of which are child initiated. In addition, staff plan activities specifically aimed at encouraging children to speak and listen. For example, children take part in a game which involves them all sitting in a circle on the floor with a member of staff. The member of staff rolls the ball to each child individually asking each a different question beginning 'what is your favourite...?' Children engage extremely well, carefully considering their responses. The staff member very competently extends their thinking by asking further questions based on their answer. Children listen well to their friends, developing their social skills and helping to extend their understanding of the world. This activity also provides a valuable opportunity for children to develop the confidence to speak out and share their views in a safe, caring environment.

Excellent arrangements are in place to promote children's physical skills. A sports teacher is employed to lead a range of planned activities. These support children to understand their bodies and to move with control and coordination. Children also enjoy adult led music and movement activities and have opportunities to take part in swimming lessons. Children engage in physical games with their friends during their regular free play sessions in the outdoor area. A superb focus is placed on promoting children's literacy. They have constant access to writing materials and also have an interactive white board which they can use to explore text. There are also wonderful opportunities for children to develop a love of books. They listen to stories regularly and explore books independently in their group rooms. There is also a well stocked lending library available for parents to take books home to share with their children. Their knowledge of popular stories is evident as they enthusiastically join in activities to act them out. They call out their suggestions for areas of the garden to represent the different terrains the character in the story has to cross on their quest. They also recall the majority of the words used in the story and say these with expression and vigour. This type of shared experience very successfully supports children to feel included and promotes their learning.

The provision for children who speak English as an additional language is very strong. Systems are in place to work with parents to assess children's language abilities in both English and their home languages. This helps staff to monitor children's levels of understanding while their English is developing. Staff provide a range of resources which reflect the languages spoken in the children's homes. These include magazines, books and photocopies of newspaper articles. There are a number of bi-lingual staff and all staff learn the correct pronunciation of key words in children's home languages to help them settle. Children also learn French in the nursery, helping them to understand the skills needed to speak more than one language. The deputy takes lead responsibility for coordinating the care and support for children with special educational needs and/or disabilities. She has attended training for this role and demonstrates a thorough

understanding of her responsibilities.

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

Children are exceptionally settled, happy and confident and are developing superb social skills. Staff teach them to share and take turns and act as good role models. They also support children to learn about their own safety, for example to hold on to the hand rail and walk calmly when coming down stairs. As a result children behave extremely well and move around the nursery safely and sensibly. Children respond very positively to the friendly, caring interaction of staff. Key person arrangements are highly effective. Each child is assigned a key person who takes responsibility for liaising with their parents, helping them to settle and assessing and meeting individual needs. There is also a well established buddy system in place to ensure that each child receives care from someone who knows them well. Children value the attention, praise and encouragement they receive and this very effectively promotes their self-esteem. Children excitedly greet staff as they enter the room and frequently approach them for a reassuring cuddle as they play.

An impressive range of toys and equipment is available for children to explore and select independently. Space is also extremely well used to enable children to take part in a broad range of activities. Each group room has resources to promote all areas of children's learning and there is also a well-equipped sensory room for children to use in small groups.

Overall children's care needs are fully met. Babies sleep in accordance with their individual routines and there is also provision for older children to have a sleep after lunch. However, the timing of the older children's sleep is not always fully effective. The period directly after lunch is busy in the nursery as it is a time when a lot of children arrive or go home. This is a little distracting for children and so it takes them a while to settle to sleep.

Children's health promotion is outstanding. In addition to regular exercise and outdoor play, children enjoy nutritious snacks and meals which are freshly prepared on site. Hygiene arrangements throughout the nursery are excellent. Children learn about the importance of good self-care. They wash their hands before eating and after using the toilet. Staff are prompt to wipe children's noses as part of their clear commitment to minimising the risk of cross-infection. Extremely good information is given to parents about the exclusion periods for various illnesses and infections. In addition, clear and detailed notices are displayed for parents to notify them of any confirmed incidents of contagious illnesses within the nursery. These include a photographic image of any signs of the illness and advice on suitable treatment. The management team also include information in parent newsletters regarding any illness going around the local area. Appropriate procedures are in place to administer medication. Staff obtain prior written consent from parents and make written records of each dose given. There is a cleaner who works each evening and staff clean as necessary throughout the day. For example, they check the toilets regularly, mopping the floors to make sure they are clean and that

there is no spilled water near the sinks. Nappy changing arrangements are entirely appropriate. Staff wear gloves and clean the nappy changing units between each use. Dirty nappies are collected in bins hidden within each unit and are disposed of appropriately.

Staff work very effectively with parents and reception class teachers to prepare children for their move to school. Each child receives individualised support to reach their full potential. Those who are nearing school age also take part in planned activities to provide them with important practical skills such as dressing and undressing independently. Staff provide teachers with comprehensive records relating to each child's abilities and interest.

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

Strong leadership and management and outstanding team working creates an efficient, harmonious environment where children thrive. The management team fully understand their responsibility to promote children's learning and have highly effective arrangements in place to do this well. Recent improvements have been made to the systems for monitoring the success of educational programmes. These are appropriately aimed at enabling the early identification of any emerging gaps in the progress of individual children or groups of children.

Excellent self-evaluation supports the management team to identify the strengths of the nursery as well as highlighting any areas where there is room for improvement. All staff contribute to the self-evaluation process and the views of parents and children are actively sought. There is a tremendous focus on staff development with regular team meetings, supervisions meetings and a very active training programme.

Robust arrangements are in place to protect children. Rigorous vetting takes place when recruiting staff. Staff who are awaiting Enhanced Disclosure and Barring Service checks wear green wristbands. This makes it clear to colleagues and parents that these staff are not allowed to be alone with children or to supervise children's intimate care. A clear written statement detailing this arrangement is given to all parents. The manager takes lead responsibility for child protection and regularly updates her training to ensure that she is constantly aware of up-to-date guidance. She also ensures that all staff are fully aware of the procedures to follow should concerns arise about the welfare of any child. Regular risk assessments and daily health and safety checks effectively identify hazards and staff take prompt action to address these.

Parents receive a great deal of information, both verbally and in writing, about the policies, procedures and routines in place within the nursery. A member of staff from each room takes responsibility for passing information to parents each time they collect their child. This includes details of the activities they have enjoyed as well as their food intake, whether they have slept and information about toileting or nappy changes. Parents spoken to as part of the inspection express high levels of satisfaction with the nursery and feel that their children are progressing well. They are particularly complimentary about the

staff team and their interaction with children. Equally effective arrangements are also in place to work in partnership with other early years practitioners where care of children is shared. In addition, staff have a lot of experience of working effectively with a range of professionals involved in the care of children including health specialists.

### **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

<b>Unique reference number</b>	EY462773
<b>Local authority</b>	Slough
<b>Inspection number</b>	958948
<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>	151
<b>Number of children on roll</b>	278
<b>Name of provider</b>	Wellingtons for Langley Hall Ltd
<b>Date of previous inspection</b>	13/11/2013
<b>Telephone number</b>	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.

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