

Langdale Nursery

95 Warbreck Drive, Blackpool, Lancs, FY2 9RZ

Inspection date

Previous inspection date

17/09/2014

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

- The staff have high aspirations for children. As a result, children make good progress in all areas of their learning and development.
- Children settle well due to the very close bond and secure relationship established with the staff. They are supported well and are therefore, happy and contented.
- Safeguarding is good because staff have a very good understanding of how to fulfil their roles in ensuring the safety and well-being of all children who attend.
- Self-evaluation is good because it takes into account the views of the staff, children and parents of the setting and development plans are used to drive improvement. As a result, children's needs are effectively monitored and well met.

It is not yet outstanding because

- The staff provide fewer opportunities for children to enhance their learning outdoors, to match the well-resourced and good learning taking place indoors.

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.

Inspection activities

- The inspector observed children's arrival time and activities in the indoor and outdoor play areas.
- The inspector spoke to the children, parents and members of staff.
The inspector reviewed records of the children's assessment and planning,
- regulatory records including adult qualifications and suitability to work with children, and the setting's safeguarding policy.
- The inspector discussed the procedures for safeguarding children with the staff.
- The inspector conducted a joint observation with the manager of an adult-led activity.
- The inspector reviewed the provider's hardcopy self-evaluation form.

Inspector

Cath Palser

Full report

Information about the setting

Langdale Nursery previously operated as part of Langdale Preparatory Independent School and was re-registered in 2014. It is on the Early Years Register. It is run by a company and operates from the ground floor of Langdale Free School, which is located within the Bispham area of Blackpool in Lancashire. The nursery serves the immediate locality, the school and also the surrounding areas. It opens Monday to Friday from 8.15am to 3.45pm during term times. Children attend for a variety of sessions. Children are cared for in two rooms and have access to an enclosed outdoor play area. There is a ramp access into the building and the setting has assisted toilet facilities. There are currently 13 children in the early years age range attending. The nursery receives funding for the provision of free early education for three- and four-year-old children. The nursery cares for children who have special educational needs and/or disabilities and those who speak English as an additional language. There are currently three staff working directly with the children. Of these, two have an appropriate early years qualification. These include, one member of staff who has Qualified Teacher Status and Early Years Professional Status. One member of staff has a qualification at level 3 and another is working towards a qualification. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- enhance the learning environment outdoors, to reflect the rich, purposeful learning taking place indoors, so that children make the best possible progress in both indoor and outdoor environments.

Inspection judgements

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

The enthusiastic and friendly staff provide the children with a rich and purposeful indoor environment that is organised so that they have access to experiences that span the seven areas of learning. Staff have high aspirations for all children and show a genuine desire to provide interesting and meaningful experiences. They use their secure knowledge and understanding of how to promote learning and development. Staff complete robust observations and assessments to accurately identify children's knowledge, skills, interests and abilities and identify children's next steps in learning. This is used to plan suitably challenging activities and as a result, children are confident and motivated to learn. Staff's understanding of expected levels of development means they are able to work towards narrowing developmental gaps. Subsequently, children make progress, including those with special educational needs and/or disabilities and those who speak English as an additional language.

Teaching and learning is good because staff know their children well and understand the different ways children learn. Children's learning journals are of a high quality and contain a range of comprehensive information, including annotated photographs, written observations and assessments that have been completed in conjunction with parents. The key-person system is very well established and parents say that they are very happy with the information they receive daily about their children's day and the progress they make. Children's starting points and ongoing information are regularly shared and staff do their utmost to nurture children's changing interests. Parents write in their weekend book about what children have been doing at home, such as watching local firework displays. Staff use opportunities for children to share their news, for example, during morning circle time. As a result, children feel valued and listened to and develop good self-esteem. In addition, staff encourage parents to support their children's learning at home, for example, as they suggest looking for house and bus numbers when out and about. Consequently, children develop key skills to support their learning, both in nursery and at home.

Staff engage children in purposeful dialogue, giving them individual time and attention. They challenge children to think and find out more, for example, as they experiment with sand and water and discover the best texture and tools to make a sandcastle. As a result, children test their own ideas and develop critical thinking skills. Staff provide children with clear instructions, for example, using a visual time line. Consequently, children develop very good listening skills and cooperate as they anticipate routines. Staff effectively introduce, repeat and reinforce words during conversation. As a result, children have a rich vocabulary. Staff ask children questions to identify children's understanding and recall skills, for example, as they talk about what might happen next and remember action movements and gestures to accompany favourite stories. This helps children to make predictions and develop confidence in talking. The indoor environment is planned with a good range of resources to offer children opportunities to explore and develop their imagination and creative skills, such as drama sessions, as children move their bodies creatively and dress up as fairy princesses. Staff give high priority to children's personal and emotional well-being, particularly when considering the development needs of children who have just started at the nursery. As a result, even children who are less confident and attend less often, are making good progress. Children socialise very well as they sit together at mealtimes and circle time. As a result, they feel a sense of belonging.

The staff provide a good range of resources for children to practise their fine motor skills, for example, as they manipulate, roll and make patterns in the dough with different tools and become confident using scissors. Children move their bodies to music and have space to run around, kick balls and ride on scooters. As a result, children gain good balance and coordination and key skills to support their learning. The indoors is rich in words, signs and symbols and has a range of good quality, interesting books that are planned to appeal to children's interests. For example, there are books about seeds and gardening, with accompanying photographs of vegetables, magnifying glasses, gardening tools and packets of seeds in the tray of soil. Consequently, children learn that print has a meaning as they find out more about the world around them. However, there are fewer opportunities for children to enhance their learning outdoors, to match the well-resourced and good learning taking place indoors. Staff teach children mathematical concepts during their routines and play, for example, as they count the children during registration and learn to add and subtract during number songs. Staff effectively support and encourage

some more able children as they begin to form recognisable letters and eagerly point out familiar letters on their name cards. Children enjoy painting, writing, drawing using a range of readily available materials, including large paint brushes and rollers, white boards and note books. As a result, children's develop good early writing and literacy skills. Children show self-motivation and characteristics of effective learning. Consequently, children make very good progress from their starting points and are developing the skills and attributes to prepare them for school.

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

Staff greet parents and children with a warm and cheerful welcome. They have well-established routines, for example, children self-register and find their own coat pegs. Consequently, children develop good independence and a sense of well-being and belonging. Each child has a named staff member who works closely with their parents to develop a good understanding of their unique needs. Consequently, children form secure emotional attachments with their key person who works closely with them, therefore, they settle easily. Staff have high aspirations for the children and are very good role models, showing kindness, respect and a genuine interest in the children. They reinforce good behaviour by offering praise, for example, as children play cooperatively. Staff establish good expectations of the setting. As a result, children's behaviour is very good and they respond quickly to the staff when they are given reminders of the ground rules. There is a wide range of activities and resources available for children to choose from each day indoors, and children can decide what resources they would like to take outside to play with. Consequently, children show they feel secure and confident in the nursery. Children have very good relations with the friendly, caring staff. They invite staff to join in, for example, as they paint and chalk and they sit together at meal times. Consequently, children are all seen to enjoy their time at the nursery. Children's art and creations are displayed throughout the setting and, as a result, children feel a sense of pride. Children express their own ideas and use their imaginations with pleasure as they dance and sing to music.

Staff remind children to be careful not to step on other children as they sit down on the mats and to avoid certain drinks they may be intolerant to. Children are taught to understand that they need to put toys away before they can get more out so they do not hurt themselves. Consequently, children learn a good awareness of their personal safety and risk taking. Staff encourage children to manage their own personal needs. For example, as they pour their own drinks and wash their hands and as a result, children become independent learners and are emotionally prepared for the next stage in their learning. Staff give comfort, time and reassurance to new children and, where possible, invite older siblings, who attend the school, to visit at times during the day to offer reassurance. Children receive praise for their achievements and positive behaviour, which promotes their self-esteem.

Partnership with parents regarding children's care needs are good because staff promote information sharing to ensure children's needs are well met. Staff effectively teach children the importance of a healthy diet as they discuss the benefits of milk for growing bones and teeth. Parents are invited to provide well-balanced, nutritious lunches and are offered

suggestions and ideas. Children have access to water to maintain their good health throughout the day. Staff are aware of each child's individual health or dietary needs maintain clear records, policies and procedures to ensure that these are addressed appropriately. Detailed risk assessments are carried out to identify potential risks and minimise accidents and incidents. As a result, the contribution to children's well-being is good. Staff have established strong relationships with the teaching staff of the school to ensure that children's move to school is smooth. This ensures children are well supported by staff to move on to other settings and to school and are, therefore, well prepared for the next stage in their learning. Parents are well informed about the Early Years Foundation Stage. Parents are introduced to their child's key person from the beginning of the placement and invited to share information regarding children's starting points. This enables staff to offer children experiences that are tuned to their individual needs and interests and therefore, children settle in well. Staff make time to talk to parents through daily conversations, weekend books and working together on their children's learning journey. Parents comment that their children are eager to go to the nursery and that they are happy and confident.

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

Staff understand their responsibilities to meet the learning and development requirements of the Early Years Foundation Stage. They provide good care and a range of appropriate activities, that complement the needs of the different range of children who attend. Teaching, assessment and planning is monitored for consistency and rigorous tracking of children's progress is reviewed to identify the need for any possible interventions. Staff meetings are held to discuss the children's progress and plans for their next steps in learning. Therefore, children make good progress from their starting points, and any gaps identified are closing quickly. Staff effectively support children to make good progress towards the early learning goals.

The safeguarding and welfare requirements are given high priority as staff have a very good knowledge and understanding of their role in safeguarding children. The safeguarding children procedures fully reflect the requirements of the Local Safeguarding Children Board. Training opportunities and induction procedures mean that staff are familiar with the procedures to follow, including those regarding the use of cameras and mobile telephones. Staff demonstrate a good understanding of the procedures to follow if they have any concerns regarding the well-being or safety of a child. The premises are suitably maintained and kept clean and staff demonstrate good hygiene practices. Children's medical needs are documented, and all necessary regulatory documentation, including Disclosing and Barring Service checks, to ensure staff are suitable to work with children, are well maintained. The staff understand how to assess and manage risks well and there is always a first-aider on the premises and on outings to ensure the safety of children.

One of the main strengths of the setting is staff's passion and dedication for the children. The manager works directly with children and is a good role model, ensuring that their

individual needs are identified and met. She provides support for staff and moderates the assessment and planning arrangements. However, the well-resourced indoors environment is not reflected as effectively outdoors, to further enhance children's learning. Staff performance is regularly monitored through supervision where all aspects of the nursery are discussed. There is a system of self-evaluation, with a high emphasis on involving all staff, parents and children in working together to develop the quality of the nursery. Staff offer ideas and resources for parents to support their children's learning at home. Partnership with other providers and agencies secure appropriate interventions. Consequently, the needs of all children are well 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY474446
Local authority	Blackpool
Inspection number	962211
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	13
Name of provider	Montague Place (L1) Limited
Date of previous inspection	not applicable
Telephone number	01253354812

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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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