

Langley Gorse Day Nursery

Langley Gorse, Fox Hollies Road, SUTTON COLDFIELD, West Midlands, B76 2RU

Inspection date	29/10/2014
Previous inspection date	19/12/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 happy, settled and make good progress. This is because staff know them well and understand how children develop and learn.
- Staff work in close partnership with parents and other professionals. As a result, children are supported well during times of change and they receive consistent and good quality care and education.
- Children are effectively safeguarded. This is because everyone working in the nursery has a good understanding of their roles and responsibilities with regards to child protection.
- Leaders and managers provide staff with effective support, training and guidance. Consequently, staff know what is expected of them, and everyone works together to regularly reflect on practice and ensure positive outcomes for children.

It is not yet outstanding because

- Staff have not fully explored how to help all children communicate even more effectively through a range of methods to extend and support children's communication and language skills.
- Children do not always benefit from an outdoor area that offers them exciting experiences across all areas of learning. In addition, older children do not always have access to equipment and activities that extends their physical skills when playing outdoors.

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 toured the nursery with the manager.
- The inspector spoke with the management team, staff and children at appropriate times throughout the inspection.
- The inspector observed activities taking place indoors and outside.
- The inspector and manager conducted a joint observation with the manager.
The inspector took into account the views of parents gathered through discussion during the inspection and from written comments passed on to the nursery management.
- The inspector viewed a selection of documentation, and checked evidence of suitability and qualifications of all adults working on the premises.

Inspector

Carol Johnson

Full report

Information about the setting

Langley Gorse Day Nursery was re-registered in 2010 and is on the Early Years Register. It is one of a number of nurseries run by All About Children Limited. The nursery is situated in a large Victorian building in a rural area of Sutton Coldfield, West Midlands. It is managed by All About Children Ltd. The nursery serves the immediate locality and also the surrounding areas. It operates from four rooms and there is an enclosed area available for outdoor play. The nursery opens Monday to Friday all year round, except for one week at Christmas and bank holidays. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 82 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery employs 22 members of childcare staff. Of these, 20 hold appropriate early years qualifications at level 2 and above. The nursery also employs a cook, a lunchtime assistant and a housekeeper. The nursery has links with the Newhall Children's Centre.

What the setting needs to do to improve further

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

- extend staff's knowledge and understanding of a wider range of effective ways to help children communicate their needs and thoughts, such as visual aids, so that staff can provide even better support for children's communication and language skills
- enhance the way the outdoor learning environment is used and resourced so that all areas of learning are extremely well promoted, and to create even more physical challenges for the older children.

Inspection judgements

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

Children make good progress and are well prepared for the move to school. This is because staff understand how children learn and develop, and know each child well. Staff regularly observe children, ask for their views and listen with interest to what they have to say. Furthermore, they maintain regular two-way communication with everyone involved in children's care and education. Consequently, staff have a variety of useful information to help them effectively plan activities and move children forward in their learning. Staff successfully use everyday routines and experiences to enhance children's learning and development. For example, young children count along with staff as they walk up and down the nursery stairs. Staff talk to children as they go about their daily duties and show

interest in children's learning, reactions and communications. Babies babble happily in response to staff interactions and young children often repeat words that they hear adults say. Many of the older children are very confident communicators and love to talk about things that are of interest to them. They often talk about things happening at home and pre-school children know that they need to take turns in conversation and listen to others. That said, some children who speak English as an additional language do not always have the confidence or vocabulary to verbally express their thoughts and needs. Staff recognise this, and are patient and understanding. They ask parents to share key words in their children's home languages so these can be understood and used in nursery. Furthermore, they model words in English and encourage children to repeat words and use gestures. However, some additional ways to help children effectively communicate have not been fully considered, for example, the use of visual aids. Consequently, some children's communication and language skills are not always supported to the very highest level.

Staff skilfully set up the different play rooms in ways that successfully stimulate children, and invite their independence. For instance, a corner of the pre-school room is currently set up as a fruit and vegetable shop, and this area inspires children's imagination. Children help themselves to play money and pretend to buy and sell a variety of plastic fruit and vegetables. Writing materials are easily accessible to children, and these encourage them to write shopping lists. A selection of posters displayed on the nearby walls inspire children's discussion and adds to the visual appeal of the area. Children of all ages enjoy daily access to the nursery outdoor play area. They go out, suitably dressed, in all weathers and there is lots of space for them to run around and expend energy. Staff create obstacle courses outside and children experience what it feels like to move under, over, round and through various objects. Wheeled toys are readily available and four-year-old children show great skill and muscle strength as they ride scooters and tricycles along a narrow path outside. However, there are fewer opportunities in the garden that provide the older children with even more physical challenges. Also, the full learning potential of the outdoor space is not maximised. For example, there is no large climbing equipment and there are not many resources readily available outdoors that encourage children to discover nature.

Staff provide children of all ages with a wide range of resources and experiences that inspire them to participate and learn. Babies and toddlers are provided with lots of resources that encourage them to explore and investigate using all of their senses. For example, they bang various wooden and metal cooking implements together and show delight when they hear the result of their actions. They gain control over their muscle movements and learn to problem solve as they try to recreate the sounds. Pre-school children enjoy regular music and movement sessions and this contributes greatly to their enjoyment and enhanced physical skills. Staff regularly plan sessions that provide children with opportunities to explore a range of musical instruments. They learn to copy and repeat rhythms, and develop an understanding of words, such as fast, slow, soft and loud. Staff frequently share activity ideas with parents and talk to them about relevant things they have learned through their training and experience. Furthermore, parents are invited into the nursery for workshops, social occasions and to meet with their child's key persons. Attractive displays around the nursery inform parents of childcare-related issues and alert them to the experiences their children participate in. Consequently, parents are

actively engaged and effectively supported to guide their children's learning at home and in nursery.

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

Children clearly enjoy their time at this nursery and the sounds of laughter and fun echo through the nursery. Babies and young children separate from their parents with ease, and children quickly settle to play on arrival at nursery. Children have formed positive relationships with staff and each other, and are rapidly growing in self-assurance. This is because they feel safe and secure in the nursery and receive a good level of emotional and practical support from the caring staff team. Effective settling-in arrangements for children new to the nursery mean that consistency of care for children is promoted and parents are reassured. When a child starts at the nursery they are assigned a key person. This person maintains their progress records and encourages regular information sharing between everyone involved in their care and education. The key person talks to parents about their child's routines, health needs and comfort items so these are known and met right from the start. In addition, the key person ensures that important information is shared with the rest of the staff team, when appropriate. For example, information is shared about strategies being used at home, and by other professionals to support children with speech and language difficulties. This is so that children's routines and experiences are appropriately planned and provided to meet their individual needs. Children are also provided with a second key person who provides cover if the main key person is not working for any reason.

Staff create a warm, friendly and inclusive atmosphere where everyone is valued and welcome. Children who attend the nursery come from a variety of different religious and cultural backgrounds. Their differences and similarities are acknowledged and celebrated, and positive images of diversity are evident in resources and displays around the nursery. Staff have recently asked parents to send in photographs of their families, and to provide information about their home cultures, countries and languages. Many have already done so and the positive impact of this can be seen. For instance, staff know more about children and their families, and use this information to plan experiences and promote discussions with children. Management and staff are working really hard to use the very good relationships that exist between staff and parents to support children's good health and progress. Several parents accepted a recent invitation to share breakfast at nursery with their children. Staff used this occasion to inform parents and children to the importance of a healthy breakfast. This was just one of the many activities organised by staff as part of the nursery drive to promote healthy eating.

Children are emotionally and socially prepared for the move to nursery and full-time school. This is because staff talk to them about what to expect and create lots of opportunities for children to develop good independence and personal care skills. Staff recognise that some children find change extremely difficult and thoughtfully prepare them for this through role play and sharing relevant books and stories. Also, staff make contact with staff at the schools children are due to attend and invite them to the nursery to meet the children in a familiar environment. Staff talk to school staff about their expectations in respect of children's skills and attitudes on entry and share what they

know about individual children. Consequently, staff at school and nursery are equipped with a wealth of information to help ease the transition process and children are reassured. Children behave appropriately for their age and stage of development. Pre-school children demonstrate good manners, respect for others and understand what is expected of them. For example, they know not to run inside and they tell a member of staff when they need to visit the toilet. The younger children often test behaviour boundaries, but staff manage this well. For instance, they remind children of their expectations, intervene as necessary and praise good behaviour. Consequently, there is a happy atmosphere in the nursery and children demonstrate good levels of self-esteem. Children learn to protect their safety in a variety of ways. For instance, they learn by following the good example set by staff and through taking risks in their play. Staff supervise children well and are deployed effectively to ensure children's safety and well-being. All areas of the nursery are maintained well, and there is a high level of staff trained in paediatric first aid, food safety, fire awareness and risk assessment. This demonstrates a strong commitment by the provider to the ongoing welfare and safety of everyone in the nursery.

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

Leaders and managers have a secure understanding of their legal responsibilities, and children's welfare and safety are effectively promoted. They work hard to promote and maintain an environment and culture in which children's needs come first. Staff take all reasonable steps to protect children and know the correct procedures to follow in the event of any child protection concerns. Management ensure that all staff are trained to recognise indicators of child abuse and have easy access to information about the Local Safeguarding Children Board guidance and procedures. Furthermore, staff's knowledge of child protection is regularly checked during staff meetings, one-to-one discussions and through ad-hoc questioning by managers. Robust recruitment and vetting procedures are followed by management, and these ensure all adults working on the premises are suitable to do so. Children are supervised well and the nursery premises are safe and secure. Visitors are closely supervised and clear procedures are in place to ensure the safe use of mobile phones and cameras in the nursery. Consequently, children's safety is assured.

The nursery benefits greatly from strong leadership and management. The nursery receives regular visits from the senior managers. These senior managers lead by example, deliver training, share best practice, and routinely review and monitor the nursery as a whole. Reflective practice is ongoing at all levels and used well to continually raise standards. Leaders and managers regularly review the learning environment and staff practice, and reflect on the progress of individuals and groups of children. Staff supervision arrangements are effective and all staff participate in annual appraisals. The continuous professional development needs of staff are routinely reviewed, their skills and interests are acknowledged and used to good effect. Since the nursery's last inspection, a new manager and deputy have been appointed and their enthusiasm and passion is evident in everything they say and do. They show a good understanding of the nursery's strengths and areas for improvement, and all issues raised at the last inspection have

been fully addressed. For instance, all areas of the nursery are now maintained in a clean condition and brooms are no longer stored in the care rooms. Care is taken to ensure that children's needs are effectively supported while playing outdoors, and when appropriate, children pour their own drinks and serve themselves at mealtimes. These actions were promptly taken and demonstrate how the nursery has a strong capacity for continual improvement.

Staff recognise the benefits of a successful flow of communication between home, nursery and any other professionals involved in children's care and education. For example, staff regularly communicate with the parents of children with special educational needs and/or disabilities. Consequently, important information is shared to promote children's progress and ensure consistency of care. Staff encourage all parents to share what they know about their children, both at the onset of care and on an ongoing basis. Staff routinely talk to parents about the things that they notice and ask parents to let them know of children's achievements and any important events happening in children's home lives. A wealth of useful information is displayed on notices around the nursery, and on the nursery website. Consequently, positive relationships are formed between staff and parents and a joined-up approach towards supporting all children's care and education is successfully fostered. Parents speak highly of the nursery and the staff team. Their comments include, 'they always put me at ease', 'everyone is polite' and 'they are like an extended family'.

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	EY417588
Local authority	Birmingham
Inspection number	962903
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	94
Number of children on roll	82
Name of provider	All About Children Ltd
Date of previous inspection	19/12/2013
Telephone number	01213 511632

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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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