

First Choice Childcare - Langley

Langley Primary School, St. Bernards Road, Solihull, West Midlands, B92 7DJ



Inspection date

8 June 2015

Previous inspection date

2 February 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The quality of teaching is of a high standard. Staff know children well and skilfully adapt their teaching to promote each child's individual needs. Therefore, all children, including those with special educational needs and/or disabilities, are making good progress in relation to their starting points.
- Relationships with parents are very strong because staff use various ways to engage and involve them in the nursery. Parents speak very highly of the nursery. They value the bonds that staff develop with their children, and fully appreciate their dedication to providing high-quality care.
- The welcoming outdoor areas inspire children to experiment and develop their own ideas. Some children build dens, cook in the mud kitchen, or grow fruit and vegetables. Others make marks with the chalk, or enjoy picnics with their toys. Children also benefit from fresh air and exercise, which positively contributes to a healthy lifestyle.
- Leaders and managers place their staff in very high regard. Many of the staff are working towards additional qualifications linked to their individual interests and skills. Staff morale is high and teamwork is very good, which has a positive impact on the outcomes for children.

It is not yet outstanding because:

- Children are not always able to make independent choices from a wide range of sensory and natural resources indoors.
- Some children do not receive the highest quality of support with their move on to school.

What the setting needs to do to improve further

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

- review the organisation of the indoor spaces, for example, by making a good range of sensory and natural resources easier to access, so that children can explore and investigate more independently
- build on the positive links already in place, to include schools that are more difficult to engage with, in order to ensure that all children receive equally high-quality support during times of change.

Inspection activities

- The inspector observed activities and interactions between staff and children, both indoors and outdoors.
- The inspector spoke with staff and children, and reviewed children's assessment records and planning documentation.
- The inspector carried out a joint observation of a group session in the pre-school room, with the nursery manager.
- The inspector checked evidence of the suitability and qualifications of staff working with children, and looked at a range of policies, procedures and required documentation.
- The inspector took account of the views of parents and carers spoken to during the inspection.

Inspector

Lucy Showell

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff observe and assess the progress children make, taking particular note of their interests and abilities. They use this information to plan purposeful and challenging learning activities that motivate children. As a result, children are gaining new skills and a positive attitude to learning. This prepares them well for their future move on to school. Staff effectively help children to develop good communication skills. They regularly talk with young children about what they are doing, repeat and encourage new words, and respond to babies babbles. Older children enjoy more structured sessions. They are given plenty of time to think through and answer staff's skilful questions and recall familiar events. There are many opportunities for children to explore, investigate and try out their ideas. Outside, toddlers make it clear to staff that they want to look for insects. They confidently invite the staff to look at the beetles and slugs, and staff join in as children start to sing about the worms.

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

Children are happy and settle quickly because the key-person system is effective. Staff talk to parents to find out about children's care needs before they start. Staff carefully tailor the routines to meet children's needs and preferences. Each of the rooms provides a warm and welcoming environment. Children freely access a wide variety of toys, equipment and creative materials to help them extend their own play. However, there is a lack of natural and sensory resources available for children to choose independently. The considerate staff share detailed information with parents and each other to decide when it is best for children to move to the next room. Children are also given plenty of time to develop a strong sense of belonging. As they grow in confidence, staff help children to become independent in taking care of themselves. For example, older children make their own sandwiches at mealtimes, and wash up when they are finished.

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

The well-qualified staff fully understand role and responsibilities. This ensures that they efficiently implement the requirements of the Early Years Foundation Stage and meet the needs of children. The recruitment of staff is robust, ensuring that those working with children are suitable to do so. Children are protected from harm. All staff are clear about how to recognise the signs and symptoms of abuse and how to report any concerns. There are very good partnerships with the schools and settings that children currently attend or are moving on to. However, these links are not yet as well established with those outside the local area. This means that the support given to help some children move on to school is not as good as others. Staff regularly assess their practice, the quality of teaching and learning and the safety of the environment. They successfully use this to devise and implement clear action plans. As a result, their capacity for continuous improvement is good.

Setting details

Unique reference number	250044
Local authority	Solihull
Inspection number	866427
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 11
Total number of places	115
Number of children on roll	73
Name of provider	Dawn Ekins
Date of previous inspection	2 February 2011
Telephone number	07967 154301

First Choice Childcare - Langley was registered in 2000. It operates from a building, situated in the grounds of Langley Junior and Infant School in Olton, Solihull. The setting employs 21 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 2 and above, including one with Early Years Teacher Status, one with a BA Honours degree and one with a Foundation degree. The nursery opens from Monday to Friday, 51 weeks of the year. Sessions are from 8am until 5.30pm. The out-of-school provision opens Monday to Friday, in term time. Sessions are from 7.30am until 8.40am, and from 3.20pm until 6pm. The nursery provides funded early education for three- and four-year-old children. The nursery also supports children with special educational needs and/or disabilities.

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