

# Langdale School Care Club

Langdale Road, Clayton, Newcastle under Lyme, Staffordshire, ST5 3QE



## Inspection date

9 February 2016

Previous inspection date

23 January 2015

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is inadequate

- Managers have failed to remove the risks associated with the use of tablet devices within the nursery. Consequently, children are not adequately safeguarded.
- The risk assessment process is not used well enough to identify where children are at risk.
- The monitoring of children's progress does not yet fully include comparing the progress of learning for specific groups of children across the nursery to ensure no group falls behind.

### It has the following strengths

- Managers have made improvements to the provision since the last inspection. There are now robust systems in place to help ensure members of the committee are appropriately vetted and suitable for their role.
- The key-person system is fully embedded and effective in supporting children's individual learning and promoting engagement with parents.
- Leaders now have a stronger focus on developing the skills and knowledge of staff. The emphasis on improving the quality of assessment of children's progress has resulted in better planning for children's future progress.
- The quality of teaching is good. Staff use good planning and teaching skills to provide activities which fully engage and motivate children.
- Children are happy and settled in this welcoming environment. Staff acknowledge children's achievements and provide regular praise, which successfully builds on their self-regard and developing confidence. Staff help children to form strong attachments with them.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage and the Childcare Register the provider must:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ ensure that children are suitably safeguarded and are not exposed to risk of harm, specifically in relation to the use of tablet devices within the nursery</li> </ul>	21/03/2016
<ul style="list-style-type: none"> <li>■ ensure that the risk assessment process is sufficiently robust so that children are not exposed to risks, specifically in relation to the use of tablet devices within the nursery.</li> </ul>	21/03/2016

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

- develop monitoring systems that allow staff to check and compare the progress of groups of children more readily.

### Inspection activities

- The inspector observed activities both indoors and outdoors.
- The inspector held meetings with the manager and children's key persons. She carried out a joint observation with the manager.
- The inspector talked with children and staff at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the nursery's self-evaluation information and the improvement plan.
- The inspector took account of the views of staff and children spoken to on the day and looked at written comments from parents.

### Inspector

Karen Laycock

## Inspection findings

### **Effectiveness of the leadership and management is inadequate**

Arrangements for safeguarding are not effective. Leaders have not adequately assessed the risk associated with the use of tablet devices within the setting. Consequently, children are not suitably safeguarded. That said, there are robust systems in place to ensure staff and members of the committee are appropriately vetted and suitable for their role. Procedures are in place to check their continued suitability. Leaders involve staff, parents and children in their evaluation process to identify areas for development which will benefit the children. This unified approach helps to continually improve the children's learning opportunities. All children are developing relevant skills for the future. Professional development is well planned for and matches the needs of the children who attend.

### **Quality of teaching, learning and assessment is good**

Staff, along with parents, complete detailed assessments of children's learning when they join the nursery. Parents are kept well informed about their child's progress in the nursery through regular reviews and discussions. Staff provide ideas and resources to support parents to continue their children's learning at home. Staff are well qualified and use their expertise well to observe and assess their key children's progress accurately. This helps staff to identify and close any gaps in children's learning or development quickly. However, managers have not fully developed their checks to enable them to readily monitor the progress made by different groups of children. Staff use their good teaching skills to maintain children's focus well during activities. Purposeful activities are planned to reinforce and extend children's learning. Children are eager to join in as they learn to count, compare and recognise numbers. Staff promote children's communication and language skills effectively. Children are fully engaged as they listen to stories, which are delivered exceptionally well. They are given time and space to explore and investigate and to lead their own play. Older children demonstrate their good listening skills as they follow instructions to complete tasks in readiness for their lunchtime visit to the school canteen.

### **Personal development, behaviour and welfare are inadequate**

Children's safety is not assured as the safe use of tablet devices in the nursery has not been considered. A policy exists regarding the use of mobile telephones and cameras in the nursery. However, managers have failed to recognise that tablet devices have similar features and the same potential dangers, which pose a threat to children's safety. They have not carried out any risk assessments on the use of these devices with regard to any potential misuse. The kind and caring staff teach children to be respectful and considerate to one another. Children behave well and are kind to each other. For example, they recognise each other's needs and offer help. Children show their growing independence. For example, they put on their own coats to go outside.

### **Outcomes for children are good**

All children make good progress in their learning and development from their starting points. Children are gaining the skills and attitudes required for their next steps in learning, including their eventual move to school.

## Setting details

<b>Unique reference number</b>	EY461850
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	1036417
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	3 - 11
<b>Total number of places</b>	85
<b>Number of children on roll</b>	144
<b>Name of provider</b>	Langdale School Care Club Committee
<b>Date of previous inspection</b>	23 January 2015
<b>Telephone number</b>	01782 714459

Langdale School Care Club was registered in 2013. It employs 13 members of childcare staff, 10 of whom hold appropriate early years qualifications between level 2 and level 5. The nursery opens from Monday to Friday all year round, except for bank holidays and two weeks over the Christmas period. Sessions are from 7.30am until 6pm. The nursery provides funded early education for three-year-old children.

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