

Langley Gorse Day Nursery



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

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| Inspection date | 26 July 2017 |
| Previous inspection date | 29 October 2014 |

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

Summary of key findings for parents

This provision is good

- All children make good progress. Staff plan activities that build on children's interests and preferred ways of learning. Staff support children's development through regular observations and assessments so that all children make good progress.
- Staff successfully support children to develop strong emotional attachments in a warm and welcoming environment. Children are confident and make friends easily. Staff make good use of praise, explain boundaries and have high expectations for the children they care for. This promotes their confidence and fosters positive behaviour.
- There are strong partnerships in place with schools that children move on to. This helps staff consistently complement children's learning.
- Staff are knowledgeable, well qualified and have a very good understanding of children's needs. Children enjoy the time they spend at the nursery and parents are pleased with the care, education and support their children receive.
- Children develop good physical skills. The large outdoor area provides a challenging range of opportunities for children to enjoy adventurous play.

It is not yet outstanding because:

- The setting does not fully capture the views of parents in a formalised manner when evaluating the quality of provision.
- Staff's professional development is not yet sharply focused on raising the quality of teaching to promote higher levels of achievement for children.

What the setting needs to do to improve further

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

- make better use of the views of parents when evaluating the quality of the provision to sharpen the focus of targets for future development
- sharpen the focus of staff's professional development to raise the quality of teaching and promote higher levels of achievement for all children.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation of children's activities with the manager of the nursery.
- The inspector took into account the views of parents spoken to on the day of inspection.
- The inspector looked at a range of relevant documentation relating to safeguarding and staff suitability, as well as policies, procedures and progress records.
- The inspector had discussions with the children, the staff and the manager.

Inspector

Susan Rogers

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a good understanding of who to contact if they have a concern about children's welfare. Staff are vigilant as children play and ensure that risk assessments are used effectively to identify hazards. Staff demonstrate a commitment to ensuring the safety and well-being of children in their care. The recruitment procedures for new staff are effective. The management team conducts regular checks on staff's ongoing suitability for their role. Staff work closely with parents and outside agencies to support children. Staff promote good continuity in all areas of children's learning and development. The manager effectively monitors the progress that children are making to ensure that any gaps in their learning are closing. Staff build effective relationships with teachers at the local schools to help prepare children for their eventual move.

Quality of teaching, learning and assessment is good

Staff provide a stimulating environment with a wide range of interesting play materials that inspires children's creativity. For example, children use lengths of guttering to make pretend rocket launchers. Children learn how to work together and use their imaginations to solve problems, for example, a group of children pretend to create a bus from wooden pallets. Staff skilfully plan activities that encourage children to use their senses and use tools and equipment with confidence. Younger children learn how to cut leeks and cabbage using scissors and older children scoop out seeds from butternut squash using spoons. Children enjoy mixing food colouring together and creatively add glitter and leaves to make potions. Staff skilfully interact with children to encourage their imaginations and to extend their play and learning. Staff encourage children to discuss what they are doing as they play, promoting good communication skills.

Personal development, behaviour and welfare are good

Children behave well and are kind and considerate towards one another. For example, they share resources and readily help one another when playing with soil and straw in the mud kitchen. Staff promote children's awareness of how to keep themselves safe. Children learn to manage risk as they play, for example, they climb onto a bale of hay and they balance on low-level beams. Key persons communicate well with parents about their children's routines, mealtimes and ongoing development. Staff provide children with nutritious meals throughout the day. This helps to promote children's awareness of healthy choices. Staff supervise sleeping children well and complete daily checks.

Outcomes for children are good

All children, including those who have special educational needs and/or disabilities, make good progress from when they first start. Children communicate with confidence and are keen to discuss with each other what they are doing. They are eager and enthusiastic learners and keen to join in with activities. Children develop good independence, for example, they serve themselves lunch and help to clear away afterwards. Children develop many useful skills in preparation for their move on to school.

Setting details

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| Unique reference number | EY417588 |
| Local authority | Birmingham |
| Inspection number | 1109190 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 0 - 4 |
| Total number of places | 94 |
| Number of children on roll | 120 |
| Name of registered person | Langley Gorse Day Nursery Limited |
| Registered person unique reference number | RP908105 |
| Date of previous inspection | 29 October 2014 |
| Telephone number | 01213 511632 |

Langley Gorse Day Nursery registered in 2010 and is in Sutton Coldfield, West Midlands. 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. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery employs 26 members of staff. Of these, 16 hold appropriate early years qualifications at level 3 and two staff have a level 6 qualification.

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