

# Langstone Community Nursery

Langstone School, Ascot Road, Portsmouth, Hampshire, PO3 6EY



## Inspection date

23 May 2018

Previous inspection date

5 November 2015

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

- Leaders provide regular safeguarding training and assessment to help ensure staff's knowledge is robust and current.
- Children form secure attachments with staff and develop friendships with each other. They invite others to share in their interests, demonstrating self-confidence and emotional security.
- The key-person system works well to engage parents in children's learning and effective shared strategies support children's development at home. For example, parents describe how staff share phonic resources to support children's language at home.
- Children are encouraged to recognise the importance of a healthy lifestyle. For example, children feel their hearts beating as they participate in music and movement.
- Staff promote the importance of oral hygiene through a range of playful resources, such as computer games where children use dental tools to repair teeth.
- Literacy is strongly promoted by staff. Books are regularly used by children and adults, and labels and letters are visible throughout the setting and included in children's play.

### It is not yet outstanding because:

- At times during pre-planned adult-led activities, staff miss opportunities to extend children's creative learning.
- On occasions, children's play is re-directed by adults to a new activity before they have fully explored what they are engaged in.

## What the setting needs to do to improve further

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

- reflect on ways to provide more opportunities for children to think creatively, particularly within pre-planned adult-led activities
- consider ways to ensure children have more time and opportunity to explore their own ideas.

### Inspection activities

- The inspector spoke with parents and took account of their views.
- The inspector carried out a joint observation with the manager and evaluated it together.
- The inspector sampled a range of documentation, including staff's qualifications, suitability checks, policies and children's records.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector held a meeting with the manager to provide feedback.

### Inspector

Gillian Herring

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are confident of procedures to follow in the event of a concern about a child's welfare or an adult's behaviour. Recruitment processes help to safeguard children and a comprehensive induction plan helps ensure staff understand their roles and responsibilities. Leaders closely monitor all children's developmental progress and where progress is not as expected, effective strategies are implemented to incorporate partnership working with other agencies and parents. Parents describe staff as 'instrumental' in obtaining specialist support. Leaders self-evaluate well and implement development plans purposefully to improve the provision and outcomes for children. For example, photos of setting activities are now shared with parents on a social media page.

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

Children's communication and language is strongly promoted. Staff use questioning sensitively, allowing children to lead conversations while extending their vocabulary and understanding. For example, lunchtime starts with a conversation about cress but evolves into a discussion about the ocean which, it was agreed, is 'much bigger than the sea'. Staff incorporate mathematical concepts into everyday interactions. For example, they use descriptive language, depicting size and quantity when drawing circles outside with chalk. Staff use children's evolving interests to provide spontaneous learning opportunities. For example, a child's interest in boats leads to an activity where children explore the concept of floating and sinking. Staff support children to predict whether different objects will float or sink. Children are intrigued to observe how an object's weight changes as it absorbs water.

### Personal development, behaviour and welfare are good

Staff are welcoming and nurturing, respond sensitively to children's needs and form strong attachments with them. Daily routines are established and expectations at transitional times are supported well. For example, a child volunteers to carry a lollipop sign showing that tidy-up time is in five minutes. Children demonstrate consistently good behaviour and staff use appropriate strategies to reinforce their expectations. For example, children are reminded to use 'mouse voices' indoors, and 'lion roars' outdoors. Staff recognise and praise children for their behaviour. For example, 'smiley face' stamps are used, which children share proudly.

### Outcomes for children are good

Children engage well in learning activities, and remain focused and maintain interest. Older children communicate well and actively participate in group conversations, demonstrating good confidence and self-esteem. Children confidently handle a range of tools and negotiate space safely, such as during physical activities. Children make good progress from their starting points and develop the skills they need for their future learning, such as school.

## Setting details

<b>Unique reference number</b>	EY312287
<b>Local authority</b>	Portsmouth
<b>Inspection number</b>	1129343
<b>Type of provision</b>	Sessional 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>	2 - 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	56
<b>Name of registered person</b>	Langstone Community Nursery Committee
<b>Registered person unique reference number</b>	RP910880
<b>Date of previous inspection</b>	5 November 2015
<b>Telephone number</b>	02392871200

Langstone Community Nursery registered in 2005 and is situated within Langstone Infants School, in Portsmouth in Hampshire. The nursery operates from 9am to 3pm on Monday to Friday, during term time only. The nursery employs eight members of staff. Two staff members hold qualifications at level 4 and five staff hold qualifications at level 3.

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