

Wellingtons for Langley Hall Ltd

Langley Quay, Waterside Drive, Langley, Berkshire SL3 6EY



Inspection date

11 December 2018

Previous inspection date

15 January 2018

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|----------------------|----------------------|---|
| | Previous inspection: | Requires improvement | 3 |
| Effectiveness of 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, including those in receipt of additional funding and those who have special educational needs and/or disabilities (SEND), make good progress from their starting points. Staff work in close partnerships with other professionals and the children's families to adapt practice to ensure all children have equal opportunities.
- Staff are positive role models for children. For example, they actively support children to share, take turns and be kind to others. Children behave well.
- Managers are ambitious to continue to drive improvements to help ensure the best outcomes for children. Self-evaluation is good and includes the views of parents, staff and children. Action taken since the last inspection has led to improvements in the quality of provision. For example, they have improved systems to support and coach staff.
- Partnerships with parents are strong. Staff regularly exchange information about children's achievements with parents and help to guide their children's learning at home. This helps to support a consistent approach in children's care and learning.
- Staff do not consistently encourage the youngest children to use their emerging speaking skills, to help support them to make the highest levels of development in their speech and language.
- At times, staff miss opportunities for the older children to learn more about mathematical concepts to help extend their mathematical development even further.

What the setting needs to do to improve further

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

- strengthen strategies to help encourage the youngest children to use their emerging speaking skills consistently, to help support children to make even higher levels of progress
- increase opportunities for older children to learn about mathematical concepts to help extend their mathematical development even further.

Inspection activities

- The inspectors had a tour of the premises and observed the children taking part in activities and evaluated and discussed the impact on their learning.
- The inspectors sampled a range of documentation, including records of children's learning and staff suitability checks.
- The inspectors spoke with parents, managers and staff at convenient times during the inspection.
- The inspector carried out a joint observation with the manager.

Inspectors

Claire Boparai
Charlotte Foster

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The managers ensure staff have a strong understanding of how to notice if a child's welfare is at risk and of what to do if they have a concern. Robust recruitment processes help ensure that all staff are suitable to work with the children. Managers support staff training, they observe and coach staff to help them improve the quality of their practice. For example, recent training around learning environments has helped staff plan for all children to continue their learning outside. Parents state that staff are caring, friendly and welcoming. They say that their children are very happy and make good progress in their learning and development.

Quality of teaching, learning and assessment is good

Staff use the good knowledge of the children's individual interests and abilities, to help plan a wide range of interesting activities that they know children will enjoy. This helps children to be eager to take part and motivate them in their learning. Managers and staff check the progress of individual children and overall, groups of children effectively. When identifying gaps in children's learning, they provide good support to help children to narrow these. They have strong links with the feeder schools, which helps to support a continuous approach to children's care and learning. Staff support younger children to squeeze and mould dough, which helps to encourage their small-muscle control. Older children show their creativity as they attempt to write letters and communicate to staff and each other about what they are writing. Older children show curiosity and delight as they explore magnets as enthusiastic staff support their learning about how magnets work.

Personal development, behaviour and welfare are good

Children are greeted warmly and enthusiastically by the friendly staff. They arrive happy and eager to spend time with their friends. Staff provide support effectively for children when they move to different rooms in the nursery, and for children who are moving to school, which effectively helps their emotional well-being. Children enjoy physical activities. For instance, they learn to move their bodies in different ways and dance to songs they sing. Staff conduct daily checks on the premises and resources to help keep children safe. Overall staff support children to develop independence. For example, children take responsibility for looking after their toys and tidy up well before lunchtime.

Outcomes for children are good

All children make good progress and any gaps in their learning are closing. Older children show confidence and self-esteem as they enjoy taking part in a play for their parents and sing songs they have learnt, they use their imaginations well as they pretend to be different characters. Younger children show their curiosity as they explore musical instruments and the sounds they make.

Setting details

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| Unique reference number | EY462773 |
| Local authority | Slough |
| Inspection number | 10080274 |
| Type of provision | Full day care |
| Registers | Early Years Register, Compulsory Childcare Register |
| Day care type | Childcare on non-domestic premises |
| Age range of children | 0 - 5 |
| Total number of places | 211 |
| Number of children on roll | 249 |
| Name of registered person | Wellingtons for Langley Hall Limited |
| Registered person unique reference number | RP906951 |
| Date of previous inspection | 15 January 2018 |
| Telephone number | 01753 592913 |

Wellingtons for Langley Hall Ltd registered in 2013. It is situated in Langley, Berkshire. There are 39 staff employed to work with the children, of whom 31 hold appropriate early years qualifications. Three members of staff hold a relevant level 6 or higher qualification. In addition, the nursery employs several apprentices who are working towards a qualification. The nursery opens Monday to Friday for most of the year. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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