

Langwith Junction Childcare



Burlington Avenue, Langwith Junction, Mansfield, Nottinghamshire NG20
9AD

Inspection date	14 December 2018
Previous inspection date	6 July 2015

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The leadership team, including the new director is highly effective in driving improvement. Together, they review practice and identify professional development opportunities for staff. This helps to ensure consistency in practice and high standards.
- Experienced, well-qualified staff work closely together. Every opportunity is used to enrich the curriculum and promote children's learning. All children make rapid progress across all areas of learning from their starting points on entry.
- The quality of teaching is excellent. Staff are reflective practitioners, who ensure they provide high-quality learning experiences for all children, both indoors and outdoors. Children are eager to explore and remain focused in self-chosen activities for prolonged periods of time. They show a real thirst for learning.
- Staff work extremely hard to form excellent relationships with parents and ensure parents are kept well-informed about their child's development progress. Parents particularly enjoy the practical workshops, where they can share activities with their child alongside experienced staff.
- Children form exceptional relationships with the staff. Babies are extremely settled and explore their environment with confidence. They enjoy cuddles from their key person. All children's individual needs are always met extremely well.
- Staff have formed excellent working relationships with the inclusive nursery school staff, who are situated in the same building. They share funding very effectively to offer families a unique and extremely flexible approach to childcare. Children are superbly well supported for their move on to the inclusive nursery and then on to school.
- Staff work very effectively with external agencies. They ensure children and families receive the help and support they need, so that children can continue to make exceptional progress.

What the setting needs to do to improve further

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

- continue to refine the assessment of children's learning to provide more detailed information about the progress of all groups of children, such as the under two's age group.

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 observed staff's interactions with the children and evaluated these with the manager.
- The inspector held a meeting with the nominated individual of the nursery and the manager and reviewed evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views. She also spoke with staff and children at appropriate times throughout the inspection.
- The inspector looked at a range of documentation, including the nursery safeguarding procedures, and children's observation and assessment records. She also reviewed the nursery's evaluation documents and discussed other methods of reflective practice.

Inspector
Carly Polak

Inspection findings

Effectiveness of leadership and management is outstanding

Strong accountability across all levels of management underpins a shared commitment towards delivering exceptional standards. Highly effective arrangements for recruiting staff and for regular supervision ensures all staff are suitable to work with children. Arrangements for safeguarding are effective. Staff have a thorough understanding of their responsibilities in relation to safeguarding. They expertly know how to report to the relevant professionals should they become aware of concerns about a child's welfare. The manager utilises staff's strengths very well. For example, qualified and experienced staff act as mentors to those less experienced. This has a very positive impact on the quality of teaching. Incisive self-evaluation accurately identifies how the nursery can improve even further. Management have recognised a need to further analyse the assessment information about groups of younger children.

Quality of teaching, learning and assessment is outstanding

Staff are highly responsive to children's interests and individual needs. Highly accurate observations and assessments of children's learning help staff to plan challenging activities that help children to flourish. Staff create an inviting mark making area which provides children with the resources to develop their early literacy skills. Children independently access this area. They use scissors and trace their name from name cards, concentrating for a significant amount of time. Staff develop children's listening and attention skills as they play a game of 'ready, steady go'. They ask children to wait and watch a puppet in a box very carefully. Children excitedly shout 'ready, steady go' and wait in anticipation for the puppet to fly out of the box. Children practise their physical skills; they hold out their hands together and try to catch the puppet. Children laugh out loud and insist on playing the game again and again.

Personal development, behaviour and welfare are outstanding

All staff have exceptionally positive attitudes to children. The environment is carefully planned to help children to learn to choose activities and toys for themselves and have space to explore their choices. The nursery shares a large sensory room, soft-play area and splash pool with the inclusive nursery school. Staff plan for children to access these areas daily and use them exceptionally well to support children's self-esteem, emotional well-being and to encourage physical play. Older children enhance their independence as they get undressed and dressed for their weekly swimming session. Staff's high expectations, nurturing manner and well-established routines support children's excellent behaviour. Children's behaviour is exemplary.

Outcomes for children are outstanding

All children make exceptionally good progress. Older children show a genuine interest in mathematics. They count how many children are present and use mathematical language, such as 'more', 'less' and 'taller', as they build towers. Babies develop key skills; for example, they develop language and communication skills as they learn to use signs and actions. They practise their large physical skills as they use the furniture to pull themselves up to standing. Children of all ages are very well prepared for their next stage in learning, including school.

Setting details

Unique reference number	EY313498
Local authority	Derbyshire
Inspection number	10062497
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	30
Number of children on roll	68
Name of registered person	Langwith Junction Childcare
Registered person unique reference number	RP525808
Date of previous inspection	6 July 2015
Telephone number	01623 748945

Langwith Junction Childcare registered in 2006. It is based in the same building as Stubbin Wood Inclusive Nursery and in the grounds of Brookfield Primary School. The nursery employs nine members of childcare staff. Of these, the manager holds appropriate early years qualifications at level 4 and seven staff hold a qualification at level 3. The nursery opens from Monday to Friday, during term time only, from 7.45am until 4.30pm every day, apart from a Wednesday when it is open until 5pm. The nursery provides funded early education for two-, three- and four-year-old children.

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