

# Inspection of Langham Nursery

Langham C of E Primary School, Burley Road, Langham, Oakham, Rutland LE15 7HY

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Inspection date: 24 June 2021

## **Overall effectiveness**

## **Inadequate**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Not applicable

## **What is it like to attend this early years setting?**

### **The provision is inadequate**

Children's safety and well-being is compromised. Some staff do not have a secure understanding of safeguarding matters. For example, they are unable to recognise and respond to signs that may indicate children are vulnerable to extremist views.

Occasionally, older children become bored and lose interest in activities. Some activities lack challenge and enjoyment for children. Equally, some staff lack enthusiasm in their interactions. For example, staff plan to teach children about size using dinosaurs. They ask children to order the dinosaurs by size, children reply, 'you do it' and walk off. Consequently, this slows the progress children make in their learning. Despite this, children enjoy the interactions with confident staff who make learning enjoyable. For example, they enjoy an activity exploring numbers and counters. These staff have high expectations of children and challenge their thinking such as, 'you have six, if I take one away, now how many?'

Children benefit from the close relationship the nursery staff have developed with the local school. They gain unique opportunities to meet teaching staff and older children who play in the school grounds. Children get used to seeing the uniform and have daily visits to the school 'red track' which helps them to become familiar with the school environment. Overall, this contributes to their transition to school when the time comes.

Children arrive feeling safe and happy, instantly greeting staff and other children. They soon start playing and exploring independently. Since the COVID-19 (coronavirus) pandemic, parents have not entered the nursery and staff have met the children at the school gate and escorted them to the nursery. This contributes to safeguarding children's health. From the youngest to the oldest children, they listen well to adult's instructions. Tidy-up time is particularly good as all children get involved. This helps them to have a sense of responsibility.

## **What does the early years setting do well and what does it need to do better?**

- The management team has accurately reflected that some staff lack the necessary teaching skills to fully support children's learning. There are occasions when the manager needs to make suggestions to staff working with older children when their interactions are not adequate. However, staff report that managers are supportive, and at times, they role model good practice. Despite this, the management team has not yet implemented an effective supervision and coaching process to help weaker staff to improve their teaching practice to a high standard.
- Despite staff completing safeguarding training, management has not checked whether they have a good enough understanding of safeguarding. Some staff do

not know the indicators that children may be at risk of harm from extreme views and behaviours. This means they are not able to report any relevant concerns to the manager and appropriate authorities. Consequently, staff do not promote children's safety and welfare adequately to protect them from harm.

- Staff know their individual children well. They knowledgeably talk about them, knowing their family background and what children need to learn next. Most staff plan experiences that help children to develop the skills they will need to move on to the next stage in their learning. For example, when children need to learn to share, the key person plans games that involves turn taking.
- Young children's behaviour is good. Staff gently support children to resolve any conflict. Children in the nursery room are particularly receptive to the gentle reminders they receive. When children are a little unsettled, staff take the time to find out what is wrong and they coax them to play and explore. This contributes to children's emotional security and demonstrates they have good relationships with staff.
- Children have developed good relationships with staff, they know who to approach for reassurance and security. For example, young children regularly bring books to staff for some one-to-one time. The well established and effective key-person system helps to support these relationships and contributes to children's emotional welfare.
- Children's development in communication, language and literacy is a strength of the setting. Children join in with familiar words during story time and thoroughly enjoy singing sessions that incorporate actions and rhymes. Staff skilfully help children to recall previous learning. For example, children of all ages recollect familiar stories and can repeat known phrases. This contributes to their literacy development and an early love of books.
- Staff access training and research, helping to improve learning outcomes for children. For example, staff introduce child yoga. They speak positively about how children develop balance during the sessions and learn how to listen and follow instructions. This contributes to children's physical development and communication and language skills.
- The nursery staff have nurtured strong relationships with parents. Those parents who gave feedback during the inspection felt well informed and said that their children loved attending and were making good progress. Furthermore, the managers are passionate about how they and the staff, have during COVID-19, offered an 'above and beyond' service to their children and families. For example, the nursery was the only one locally that was able to stay open during the pandemic.
- Staff respond well to children's requests. For example, when children ask, 'can we do the bear hunt again?' staff read the book later in the session and enable children to re-enact the story. However, staff do not always support children to build on their emerging interests. For example, as children play they pretend a book is a laptop. Staff acknowledge this but do not further children's interest and enable them to explore technology further.

## Safeguarding

The arrangements for safeguarding are not effective.

The management team do not ensure all staff have appropriate safeguarding knowledge. Despite staff completing regular training to help keep their knowledge of safeguarding up to date, some staff lack complete knowledge of how children may be at risk from radicalisation and extreme behaviours. This means they are unable to recognise and identify risks children could be exposed to. Despite this, staff have a good understanding of how to identify children who are at risk of abuse and the procedures in place for referral are clear.

### What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	Due date
improve supervision meetings, coaching and mentoring to drive improvements to the quality of teaching	28/08/2021
improve support given to staff in order to ensure they offer quality learning and development experiences that challenge older children and keep them engaged	28/08/2021
ensure all staff have a secure knowledge of all safeguarding issues, including the 'Prevent' duty.	28/07/2021

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

- support staff to react more readily to children's emerging interests in play, to help them engage deeply in their learning even more consistently.

## Setting details

<b>Unique reference number</b>	EY563197
<b>Local authority</b>	Rutland Council
<b>Inspection number</b>	10191405
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 11
<b>Total number of places</b>	37
<b>Number of children on roll</b>	76
<b>Name of registered person</b>	The Rutland Learning Trust
<b>Registered person unique reference number</b>	RP563196
<b>Telephone number</b>	01572 722676
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Langham Nursery re-registered in 2018. It is situated in Langham, Rutland. The nursery employs eight members of childcare staff. Of these, seven hold early years qualifications, including one who holds a level 5 and the manager who holds a level 4 early years qualification. The nursery opens from Monday to Friday term time only. Sessions are from 8am until 5pm. The nursery is in receipt of funding for the provision of free early education for children aged three and four years.

## Information about this inspection

### Inspector

Sharon Alleary

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the nursery.
- The inspector completed a learning walk with the manager and deputy manager, and viewed all areas of the setting used by the nursery.
- Parents shared their views through verbal feedback. The inspector took these views into account.
- The inspector looked at a sample of the documentation. This included evidence of staff's suitability and training records.
- Throughout the inspection, the inspector talked to the manager, deputy manager, staff and children at suitable times.
- The inspector observed the quality of interactions during activities and assessed the impact on children's enjoyment and engagement.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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