

Inspection of Langshott Ladybirds Nursery

Langshott Primary School, Smallfield Road, HORLEY, Surrey RH6 9AU

Inspection date: 25 November 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Outstanding
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are exceptionally happy at nursery. They have adapted well to the new arrival procedures implemented since the COVID-19 pandemic. The revised arrangements mean that children say goodbye to their parents at the gate and come into nursery independently. Staff note how well this new system has improved children's confidence and independence. It also prepares them well for routines they will follow at school.

There is a lively and exciting atmosphere within the nursery. Children thoroughly enjoy greeting the staff on their arrival and finding their friends. They play well together, and their behaviour is excellent. Children show genuine kindness towards each other. Older children are exceptionally caring and respectful towards the younger children or those who might need extra support. Children who are quieter or less confident receive good levels of support and reassurance from the staff. For example, some children are still finding it hard to settle following the disruptions caused by the pandemic. Staff are particularly mindful of this. They work closely with parents to address every child's needs on an individual basis.

Children achieve well in their learning. Staff know them well and offer activities that they know will interest children and challenge them appropriately. For example, some children are particularly confident in their mathematical development. Staff help them learn how to add and take away numbers as they play.

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

- Children's behaviour is exemplary. They show maturity, kindness, empathy and compassion for others and spontaneously leave activities if they see another child or adult needs help. Staff use excellent methods to help children resolve their own minor differences. This means that children manage their own behaviour without the need for an adult to be involved.
- Children gain a good range of skills to support them in their future learning. They listen well and enjoy asking questions to find out how things work. For example, one child was fascinated to find out what was inside a liquid pump dispenser. They used their investigation skills well and showed delight when they discovered there was paint in the pump. Other children were keen to develop their problem-solving skills. They worked out how to use a hole punch to repair the superhero mask they had enjoyed making.
- Overall, teaching is good. Staff use creative and enjoyable ways to support and enrich children's learning. For example, they act out familiar stories and encourage children to ask questions and recall aspects of the storyline afterwards.
- The management of the nursery is good. There is clear leadership and staff are

supported well to develop their skills and improve their teaching. Leaders have high expectations of themselves, the staff and the children. They review practice regularly and continually seek out further ways to improve.

- The nursery curriculum is fully embedded and covers all areas of learning. It helps children develop the skills they need for starting school. Staff organise regular outings and visits to enrich children's learning. For example, children visit the war memorial following Remembrance Day and talk about the significance of poppies. They observe the wildlife when they make regular visits to the village duck pond and learn about the community where they live when they borrow books from the library.
- Staff listen to children carefully and value their thoughts and ideas. For example, the nursery environment is adapted in response to children's ideas and suggestions. Children help to design areas of the nursery, such as the role play area, and talk to staff about what resources they will need.
- Children who need extra help with their learning receive good support. Staff use funding well to promote the programme of activities. They complete regular training to enhance their teaching skills and knowledge of good practice.
- Staff plan activities that they know will interest children and build on their knowledge. However, very occasionally, some routines are not planned sufficiently well. For example, staff occasionally limit the number of children who can use the refurbished garden area at any one time. This means there is a slight disruption for children who prefer to learn in this area.
- The nursery environment provides an exciting, enticing and welcoming space for children to explore. However, some resources in the role play area have limited learning potential and do not offer the widest choice for children. For example, some resources do not maximise children's imagination and creative ideas.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety is given high priority. There are detailed emergency arrangements in place to cover any safety situations, such as an intruder on the school premises. Children learn how to keep themselves safe as staff give clear explanations. They know how to use tools safely as staff show them how to do this to prevent injuries and accidents. Staff also teach children how to keep themselves safe when using the internet. Children become familiar with special stories which explain the importance of online safety in a way that they understand. Staff have a good understanding of their role in safeguarding children and know what action to take if they have any concerns.

What does the setting need to do to improve?

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

- ensure that the high-quality teaching covers provision for children who prefer to learn outside in the garden area
- consider how resources can offer children an even wider range of play and imaginative experiences in the role play area.

Setting details

Unique reference number	122708
Local authority	Surrey
Inspection number	10128676
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	21
Number of children on roll	38
Name of registered person	Langshott Ladybirds Committee
Registered person unique reference number	RP522816
Telephone number	07713 622761
Date of previous inspection	20 May 2016

Information about this early years setting

Langshott Ladybirds Nursery registered in 1999. It operates from a self-contained area within the grounds of Langshott Primary School, in Horley, Surrey. The nursery operates from Monday to Friday, term time only. Morning sessions run from 8.45am to 11.45am. Afternoon sessions run from 12.15pm to 2.45pm. Children may attend a full-day session from 8.45am to 2.45pm. A team of six staff work with the children, all of whom are qualified to level 3. Funding is accepted for the provision of free early years education for children aged two, three and four years.

Information about this inspection

Inspector
Jo Caswell

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector and the manager carried out a joint observation of an outside learning activity.
- The assistant manager took the inspector around the nursery and discussed how they use the areas to support children's learning.
- The children spoke with the inspector and discussed what they liked to do at nursery.
- Parents shared their views on the nursery, both through direct conversation and by email.

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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