

Inspection of Langham Nursery

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

Inspection date: 7 January 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Inadequate
--	------------

What is it like to attend this early years setting?

The provision is good

Children arrive at the nursery with smiles on their faces. They happily say 'goodbye' to their parents at the playground gate and take the hand of a member of staff to walk to the nursery. Children have good manners. Toddlers say 'thank you' when they are offered drinks and snacks. Children are learning social skills and to be independent. They cooperate with each other, share and take turns. Pre-school children help each other as they dress up as builders and support their friends to put on high-visibility jackets and hard hats. They work together to draw a plan of their construction site and to lift and carry tyres and planks of wood to build with.

Children are learning the skills that they need for the next stage in learning and development. Staff encourage them to develop their resilience and persist when they struggle with activities and tasks. Staff reassure children when they get frustrated at not being able to put on and fasten their shoes. Staff praise children for trying and reward their efforts. Children are developing their communication and language skills. Staff plan many opportunities for children to sing songs and rhymes. Toddlers demonstrate that they know the words and actions to familiar songs. Pre-school children confidently take turns to choose their favourite song for the whole group to sing.

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

- The manager, the staff and the teachers from the host school have worked together since the last inspection to address the weaknesses that were identified. The manager has set clear priorities for improvement. Staff have regular supervisions and are observed interacting with children. The manager understands the strengths of the team and, where staff need further support, offers mentoring or training. Staff comment that they feel well supported to carry out their roles.
- Staff work with parents prior to the child starting nursery to find out about the child's development. They ask parents for information about their child's interests and any comfort needs. Staff use the information that they gain to plan settling-in sessions and to help children transition into the nursery.
- Staff understand how children learn. They complete regular observations of children to determine if there are any gaps in children's development. The manager and the staff have a good knowledge of the curriculum and what they want children to learn. They support children to build on what they already know and can do. They give children time and opportunity to practise skills that children will need for their eventual move to school.
- Children have a great interest in books. Pre-school children listen intently to stories being read. They pre-empt the end of sentences and guess what will happen next. Staff use children's love of books to extend their learning. After

reading 'Room on the Broom', staff invite children to create their own magic potions. As children create and mix potions, the staff introduce language. They name the new and unfamiliar equipment the children are using, such as pipettes and pestle and mortar. Staff demonstrate how to use this equipment and the children copy the new skills needed.

- Daily routines are used well to support children's understanding of numbers. At group time, staff encourage pre-school children to count how many children are present and how many of the total present are girls and boys. Children confidently identify that there are more boys than girls because the number of boys is greater.
- Children take pride in their nursery environment. They participate well when they are asked to tidy up. Staff explain to children that toys need to be kept tidy to help ensure the nursery and garden are a safe place to play. However, staff do not consistently promote children's understanding of how to stay safe. For example, when children use a safety knife, which has a blunt end, to chop fruit, the staff do not remind children of how to hold and use the knife to ensure that they learn how to handle all knives safely.
- Staff know the children in their care well. They talk to parents to find out about the child's family life, background and experiences. Staff plan activities to help children learn about the festivals and traditions of other children. However, staff miss opportunities to support children to learn about what makes them individual and unique.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure knowledge of how to keep children safe. Following the last inspection, safeguarding training was given priority. Staff know about the different types of abuse. They can identify the signs that a child may be at risk of harm and understand how to report and document any concerns they may have about a child's well-being or safety. Safeguarding information is clearly displayed in the setting so that staff can access it, if necessary. The manager understands the processes to follow should there be an allegation about a member of staff's suitability to work with children.

What does the setting need to do to improve?

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

- support children to develop their understanding of diversity and learn about what we have in common and what makes us individual and unique
- provide children with explanations consistently, to help their understanding of potential hazards so that they learn to assess risk and to keep themselves safe.

Setting details

Unique reference number	EY563197
Local authority	Rutland Council
Inspection number	10202897
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 11
Total number of places	37
Number of children on roll	84
Name of registered person	The Rutland Learning Trust
Registered person unique reference number	RP563196
Telephone number	01572 722676
Date of previous inspection	24 June 2021

Information about this early years setting

Langham Nursery registered in 2018. It is situated in Langham, Rutland. The nursery employs nine members of childcare staff. Eight staff hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, term time only. Sessions are from 7.45am until 5.30pm.

Information about this inspection

Inspector

Teresa Lester

Inspection activities

- The inspector discussed any continued impact of the pandemic with the manager and has taken that into account in her evaluation of the setting.
- The inspector completed a learning walk with the manager and the deputy manager and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff, children and parents during the inspection.
- The inspector carried out a joint observation of an activity with the manager and discussed how the curriculum had been implemented and the impact that this had on the children's learning.
- The inspector held discussions with the manager and deputy manager. She reviewed a sample of documentation and evidence of the suitability of staff working at the setting.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022