

# Inspection of Langley First Choice Childcare

Langley Primary School, St Bernards Road, Solihull, Warwickshire B92 7DJ

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Inspection date: 10 June 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Children arrive happily, and are welcomed by staff in this stimulating setting. Although, recently relocated from another building, children feel safe and secure, and settle well. They are confident and can hold thoughtful conversations with adults and peers. For example, older children play with sand and talk about their experiences at the beach. Toddlers talk about how to dress a doll as they select clothes. This helps children develop communication and language skills at an early stage.

Staff have high expectations for children's behaviour. They offer gentle reminders to the children and praise them throughout the day. Children demonstrate good behaviour, they respond well to instructions and know what is expected of them. For example, they go to the carpet area after washing their hands ready for the teacher.

Children are happy and learn through a good balance of activities on offer indoors, and in the extensive outdoor area. For example, they use real vegetables to make patterns with paint. Toddlers concentrate and show excitement while they fill containers with water and pour it onto wheels and watch how fast they spin. Babies attempt to repeat words and say 'up' and 'down' as they play and explore. Outdoors, children fill up watering cans and water the plants they are growing. Children make marks with chalk on the paving. They engage in role play while reading in the outdoor reading area. Consequently, children are supported to develop independent learning skills.

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

- Leaders and managers provide an ambitious curriculum based on the interests of the children. Staff plan activities that promote all seven areas of learning, both indoors and outdoors. For older children, this is further supported by using a well-known story each week, to reinforce learning. This means, children are able to access learning opportunities across the curriculum.
- Leaders and managers are committed to professional development and training for staff. They identify staff training needs through observations, supervisions and professional discussions. They benefit from sharing knowledge and training with the local primary school, as well as use of an online training tool. As a result, staff are very well supported to support the learning needs of the children.
- Staff provide rich opportunities through activities and resources, to help toddlers develop their communication and language skills. For example, children enjoy playing and talking about a beach created by staff.
- Children develop their early literacy skills. Staff read stories with enthusiasm and

ask children questions to promote thinking. Children actively engage in discussions. For example, they talk about the weather and how to protect themselves if it is hot. Although staff engage children in dialogue, some interactions are not always of a high quality and children are not consistently encouraged to extend their thinking.

- Children are enthusiastic and have a positive attitude towards their learning because staff plan exciting and challenging activities to support children's learning. Staff regularly assess children's development to identify gaps in learning. However, sometimes planning is not focused sharply enough on targeting children's individual development needs to help fully extend their learning.
- Staff work closely with other professionals to support children with special educational needs and/or disabilities (SEND). All staff are aware of the needs of SEND children, and skilfully adapt activities, so that all children can be fully included. This helps all children to make progress.
- Partnerships with parents are strong. Staff use an online tool where parents are kept informed, and receive feedback about their children's progress. Parents engage in home learning suggestions and share their children's activities online. Parents appreciate the support and advice they receive, for example, with encouraging eating. The two-way communication supports the learning and development of the children.
- Opportunities are created for smooth transitions within the setting, and on to school. Toddlers have access to pre-school rooms and outdoor area, when few children are present. Pre-school children access certain parts of the school, like the library, to ensure familiarity, and take part in the routine of small school assemblies in the summer term. This supports children to start the next stage of learning with confidence and helps them to settle in quickly.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that all staff complete ongoing safeguarding training, and paediatric first-aid certificates are kept up to date. Due to the effective partnership created with the primary school, the manager and staff have access to shared training. Staff are able to identify possible signs and symptoms, which may indicate that a child is at risk of harm. Staff have access to information and contact details to enable them to report any concerns to outside agencies. Leaders and managers follow the safer recruitment procedures, supported by a dedicated team at the school, to ensure that all staff are suitable to work with children. The manager and staff make sure the premises are secure and no unauthorised persons can enter. This helps to keep children safe.

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

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

- strengthen the use of planning, so that activities focus sharply on what children need to learn next
- build on professional development opportunities for staff to enhance their interactions with children, so that they can help children develop their thinking skills to an even higher level.

## Setting details

<b>Unique reference number</b>	2536749
<b>Local authority</b>	Solihull
<b>Inspection number</b>	10208594
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	49
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	Langley Primary School
<b>Registered person unique reference number</b>	2536748
<b>Telephone number</b>	0121 706 3932
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Langley First Choice Childcare registered in 2019, and is in the Solihull area of the West Midlands. The nursery is open Monday to Friday from 8am to 5.30pm. There are currently 14 staff employed to work with the children. Two staff members hold a qualification at level 6, 10 staff members hold qualifications at level 3, and two staff members hold qualifications at level 2. The nursery receives funding for early education for children aged two, three and four years old.

## Information about this inspection

### Inspector

Naziha Amin

## 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 head of primary school, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector spoke to several children during the inspection.
- Discussions and meetings were held with the management team and staff during the inspection.

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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