

Inspection of BEST Nursery and Extended Services (Langford)

Langford Lower School, Church Street, Langford, BIGGLESWADE, Bedfordshire
SG18 9QA

Inspection date: 20 July 2022

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is inadequate

Weaknesses in leadership and management mean that children's welfare is not assured. Staff with lead responsibility for safeguarding do not report concerns. Not all complaints received, and their outcomes, are recorded.

Children arrive happy and are keen to attend. They show that they like to mix with the different age groups for a majority of the day. Group time is a positive experience for older children. They confidently use sign language as they sing a song they have practised for their graduation ceremony. Children understand their emotions and patiently wait their turn to describe how they feel and why. They build complex structures using building blocks and work together to solve problems.

Younger children explore how the texture of chinks change when they dip them in water. They develop the small muscles in their hands as they use wet and dry chinks to make marks on the blackboard. Children use their imagination to buy vegetables from the role-play shop. They count the large pretend coins and operate a play till. Some children do not engage in activities available to them and lose interest quickly. This is because the quality of staff interactions is variable. Staff are not very well supported to build on the quality of teaching they provide. Partnerships with other settings that children attend are not in place to support children's continuity of learning.

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

- The provider has failed to ensure that those with lead responsibility for safeguarding in the setting understand their duty to liaise with statutory agencies, in the event of an allegation being made against a member of staff. This compromises children's safety.
- Staff complete training and are beginning to reflect upon their practice. They receive regular supervision meetings. However, these have not resulted in the quality of education being raised to a consistently good level. Staff do not always deploy themselves effectively to engage in quality interactions with children. For instance, at lunchtime, some staff act in a supervisory capacity. They miss opportunities to model and introduce new language to children and support them to understand behavioural expectations, such as eating their own lunch.
- The setting has recently undergone some staff changes. Not all staff understand what children already know and can do, to provide them with a good level of challenge. At times, staff do not identify and respond to children who are not engaged in activities. Not all children demonstrate a positive attitude to learn with a high level of curiosity. Staff do not consistently implement an ambitious curriculum to enable children to make the best possible progress.

- Parents are informed about how to make a complaint should they wish to. However, the management team has not kept an accurate record of all complaints and their outcomes to precisely monitor and inform improvement of the service the setting provides.
- Staff work in partnership with parents to support children to settle and prepare them for their move to school. Parents say that they appreciate the regular updates they receive from staff about their child's learning. They describe the staff as 'kind' and 'generous'. However, staff do not work in partnership with staff at other settings that children attend. Therefore, children do not benefit from a shared approach to their continued learning.
- Overall, staff actively support children to manage their own personal needs and independence. Children put on their own shoes and sun hats and know to clear away their plates when they have finished eating. However, staff miss opportunities for children to develop their independence further, such as applying their own sun lotion.
- The special educational needs coordinator works closely with external professionals and parents to support the needs of children with special educational needs and/or disabilities. This includes helping parents to obtain appropriate funding for them to use to support the children's development in readiness for school.
- The outdoor area enables children to develop physical skills, such as spinning hula hoops. They learn to assess risks as they balance on crates and tyres.

Safeguarding

The arrangements for safeguarding are not effective.

The provider has not ensured that all safeguarding lead practitioners understand their responsibility to share information with statutory agencies, in the event of an allegation being made against a member of staff. This places children at risk of harm. Staff complete safeguarding training. They understand and recognise signs and symptoms that may indicate a child is at risk of neglect or abuse and know the correct action to take. Robust procedures are in place to ensure that children are only collected by individuals who are permitted to do so. Staff trained to provide paediatric first aid are available at all times when children are present.

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
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ensure that named safeguarding lead practitioners are clear about their responsibility to liaise with statutory agencies in the event of an allegation being made about adults working with children	03/08/2022
implement robust supervision arrangements to ensure that staff receive effective support, coaching and training opportunities to improve their practice	03/08/2022
support staff to deliver a curriculum that consistently provides children with a good level of challenge so that they are engaged and motivated to learn	03/08/2022
ensure that a written record of complaints received, and their outcome, is maintained in line with the setting's written procedure	03/08/2022
work in partnership with staff at other settings that children attend to fully support their continuity of learning.	03/08/2022

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

- provide further opportunities for children to develop their independence.

Setting details

Unique reference number	EY471343
Local authority	Central Bedfordshire
Inspection number	10137444
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	2 to 10
Total number of places	31
Number of children on roll	100
Name of registered person	Bedfordshire East Schools Trust Nurseries Ltd
Registered person unique reference number	RP901324
Telephone number	01462 815637
Date of previous inspection	8 May 2014

Information about this early years setting

BEST Nursery and Extended Services (Langford) registered in 2013. The setting operates from 7.30am until 6pm, during term time only. It offers wraparound care for school-age children from 7.30am until 8.50am, and from 3.30pm until 6pm. There are 11 staff members who work directly with the children; seven of whom hold relevant childcare qualifications at level 3 or above. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Lorraine Pike

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 her evaluation of the provider.
- The inspector and manager completed a learning walk across all the areas of the setting to understand how the curriculum is organised.
- A joint observation of an activity was carried out by the inspector and the manager. The inspector observed the quality of teaching during activities, both indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector held a number of discussions with staff and children at appropriate times during the inspection.
- The inspector held a meeting with the manager, director of education and the provider. She looked at relevant documentation, such as evidence of the suitability of staff working in the setting.
- The inspector took account of the views of parents spoken to on the day and their written feedback.

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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