

Inspection of Langtree Hall Childrens Nursery Ltd

Langtree Hall, Langtree Lane, Standish, WIGAN, Lancashire WN6 0QQ

Inspection date: 14 December 2022

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

The provision is good

Leaders have worked with staff and other agencies to make the required improvements at the setting. Staff have attended safeguarding training and accessed other useful courses, such as the care of babies and child development. As a result, the setting is much improved.

All children, including those who are very new to the setting, are happy, settled and have strong attachments to their key person. Children arrive full of smiles and confidently wave goodbye to the parents. They excitedly greet their friends and venture off together to embark on their self-chosen play. Babies seek out staff, sit on their knee and enjoy lots of cuddles. Toddlers take staff by the hand and lead them to the exploratory tray. Here they experiment with different textures and learn new skills, such as how to use a scoop. Pre-school children play cooperatively in the 'tee pee den'. They demonstrate their good imaginative skills as they make up their own stories using puppets and props.

There is a sharp curriculum focus on developing children's physical skills, particularly learning in the outdoors. This is a result of the continued impact on children's learning and development from the COVID-19 pandemic. Children have access to excellent outdoor facilities. They have space to run freely, scale large play equipment, explore the woodland area and observe the local wildlife. Staff use these opportunities well to further support children's development across all areas of learning. For example, children use their critical thinking skills to work out how to free a stick that is stuck in a tray of ice and snow. They work together, share their ideas and test out their theories. For example, they blow on the ice to see if it melts. Children are kind, caring and show respect to their friends and the staff. All children develop the skills needed for later learning and school.

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

- Leaders have worked diligently to improve practice across the setting. Staff benefit from regular and precise supervision and coaching from the manager. This is used well to support the continued quality of their teaching. As a result, all children, including those who are funded, make good progress from their unique starting points.
- Staff know children well. They plan a broad range of activities and experiences that are linked to children's interests and take account of what they need to learn next. Babies are encouraged to develop their core muscle skills through 'tummy time sessions'. Older children refine their small physical skills as they make marks with sticks and their fingers in snow and ice. These help children to develop the skills they need for early writing.
- In the main, children are keen and active learners that are willing to have a go.

Babies quickly rally around staff to share a favourite story and sing familiar songs. Older children listen attentively as staff read to them and encourage them to join in and predict what might happen next in the story. However, occasionally, staff fail to notice that not all children are as highly involved as others. During this time, staff do not quickly adapt how they carry out some activities to ensure all children have equal opportunity to participate. As a result, some children are not as highly involved as others.

- Children develop good language and communication skills. Staff introduce new words to babies, such as 'soft' and 'shiny', as they explore items in a treasure basket. Staff working with toddlers introduce words such as 'press' and 'squeeze' as children manipulate a malleable dough. Pre-school children talk with increased confidence. For example, they delight in telling visitors all about the robin red breast that visits the setting's garden. Additionally, they explain the rules for the woodland area. For example, how they can touch herbs, leaves and trees, but they are not to touch the berries, brambles and thorns.
- Staff weave mathematical concepts into daily play and routines. For example, babies enjoy singing number rhymes and songs. Older children can identify some shapes and are beginning to understand concepts such as place number. However, more can be done to further embed and extend the curriculum for mathematics to include more complex concepts, to further excel children's learning in this area.
- Staff are excellent role models who treat children fairly and with respect. Children behave well and are kind and courteous. They have high levels of confidence and self-esteem. This has a positive impact on their independence skills. For example, babies and toddlers have a go at wiping their own hands and faces. Pre-school children serve themselves meals, help themselves to water and dress themselves for outdoor play.
- Partnerships with parents are a strength of the setting. Parents comment that staff are 'kind', 'caring' and 'extremely nurturing'. Parents feel involved in the setting and particularly like the use of daily diaries, termly assessment sheets and parents' evenings that they feel keep them informed about their child's time and progress at the setting.
- Children benefit greatly from the wonderful opportunities available to them in the outdoors. They excitedly use binoculars to observe the local wildlife that surrounds the woodland play area. Children demonstrate maturity and an understanding of living things. For example, they know to approach the resident robins calmly so not to scare them away. Meals provided for children are healthy, nutritionally balanced and meet their unique dietary needs.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff demonstrate that they have a secure knowledge and understanding of safeguarding and child protection. This includes aspects of safeguarding such as 'toxic trio', the 'Prevent' duty and female genital mutilation. In addition, staff know what to do should they have a concern about a colleague.

Staff help children to gain an appreciation of their own safety. For example, children walk sensibly and use the handrail as they go up and down the stairs. The setting is safe and secure, and appropriate risk assessments are in place and implemented robustly by the staff. There are secure arrangements in place for the safe recruitment of staff.

What does the setting need to do to improve?

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

- support staff to be able to quickly adapt their teaching to ensure that all children remain highly involved and extend their learning even further
- provide more consistent opportunities for children to be able to refine and extend their mathematical skills.

Setting details

Unique reference number	EY436511
Local authority	Wigan
Inspection number	10247468
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 4
Total number of places	65
Number of children on roll	80
Name of registered person	Langtree Hall Day Nursery Limited
Registered person unique reference number	RP904219
Telephone number	01257472586
Date of previous inspection	21 June 2022

Information about this early years setting

Langtree Hall Children's Nursery Ltd registered in 1996 and is situated in Standish, Lancashire. The nursery employs 13 members of childcare staff. Of these, one holds a qualification at level 6, one holds qualified teacher status and six hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Donna Birch

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken this into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector spoke to the staff throughout the inspection.
- The inspector spoke to the children about what they enjoy to do while at the setting.
- The manager and the inspector carried out a joint observation of an activity.
- The inspector spoke to parents and took account of their views
- The inspector spoke to the provider and the manager about the leadership and management of the setting.
- The inspector observed the quality of education provided, during activities indoor and outdoors, and assessed the impact this was having on children's learning.

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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