

Inspection of Langar Nursery

Langar Primary School, Barnstone Road, Langar, NOTTINGHAM NG13 9HH

Inspection date: 24 January 2023

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	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and safe in a warm and caring environment. They quickly settle and form strong relationships with their key person. Children develop their language and listening skills as they select and share books. They use their recall skills to talk about what they see in the story. Children use their small-muscle skills as they squash and splat play dough and press wiggly eyes into it to make 'dragons'. They further develop these skills as they scoop up rice with spoons, carefully tipping it into the containers provided.

Children explore the garden and discover that the sand in the sandpit has frozen. They discuss strategies on how to melt the sand. They are assisted by staff to find sweeping brushes and use these to help solve the problem. Children play imaginatively in the home corner. They create a restaurant and use their literacy skills to take orders, using a pencil to make marks. Children then 'prepare' the food and bring it to the table. When asked, 'how much is it going to be today?', they respond, 'three pounds'. Children are curious about the colours they make as they expertly dip brushes into paint and mix colour combinations. They use their hand-eye coordination to make meaningful marks on paper, proudly naming their creations.

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

- Staff sequence children's learning well and support the needs of all the children by adapting the activities. For example, staff in the baby room know the developmental needs of their key children well and adapt activities that are accessible for all children, including babies who are non-mobile.
- Managers and staff create a programme of learning that is ambitious and relevant for the children. However, plans to build staff monitoring skills to help improve their practice are still in their infancy and have not yet been implemented, to raise staff interactions and teaching skills to their highest level.
- Parents compliment the 'friendly and enriching' environment the nursery offers. They receive regular feedback on their children's progress and are given activities and books to share at home. Parents comment on the 'amazing' support the staff provide and the relationships they build with the children to help them make the best possible progress.
- Children are respectful and respond well to staff's gentle directions and instructions during familiar routines. However, staff do not always explain when reminding children about their behaviour expectations.
- Healthy lifestyles are encouraged at the nursery. Children benefit from nutritious meals cooked on site and enjoy healthy snacks, such as fruit. The staff use children's experiences to promote further learning about healthy lifestyles. For example, children who have visited the dentist are encouraged to talk about

their experiences. Mealtimes are sociable occasions, and staff support and encourage conversations during these times.

- Children develop independence skills in preparation for the next stage of their journey to school. They find their name cards during group times and self-serve their snacks. Children carefully spoon the fruit into bowls and pour their milk. They independently wipe their noses and put on their coats and boots to go outside.
- Children are encouraged to use their mathematical skills during activities. For example, children count the spoons of rice needed to fill tubs and containers. Staff expertly use number sequencing to count and build knowledge of size, saying, 'you've got the medium-sized spoon, and I've got a smaller one.'
- The well-established relationships with the local schools ensure a consistent approach to supporting children's learning and development. Teachers visit the nursery to meet the children before they start school. This helps to ensure that the individual needs of children are understood.
- The longstanding, experienced staff team work together well. Staff comment that they feel very happy in their role and supported by the dedicated and hardworking management team. They are offered training opportunities that help them in their role, such as safeguarding training. Staff also benefit from regular supervision and team meetings. This results in a staff team who are passionate about their role in providing a secure and engaging nursery experience for children and their families.

Safeguarding

The arrangements for safeguarding are effective.

The management team has a good understanding of their role and responsibilities to keep children safe. All staff are confident in their knowledge of the signs and symptoms of abuse and how to report concerns about children's welfare. Staff speak confidently about local safeguarding concerns, such as keeping children safe from radicalisation and female genital mutilation. They understand their responsibility to report any allegations against a member of staff. Staff benefit from regular training, which keeps their knowledge up to date. Recruitment processes are in place to ensure that staff are suitable 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:

- focus more precisely on the professional development of staff, to strengthen the quality of teaching
- support staff to develop a more consistent approach to reinforcing behaviour expectations.

Setting details

Unique reference number	EY389655
Local authority	Nottinghamshire County Council
Inspection number	10263970
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	1 to 4
Total number of places	24
Number of children on roll	34
Name of registered person	Pre-School Learning Alliance
Registered person unique reference number	RP900844
Telephone number	01949 860122
Date of previous inspection	18 May 2017

Information about this early years setting

Langar Nursery registered in 2009 and is situated in the village of Langar, Nottinghamshire. The nursery employs eight members of childcare staff. Of these, two hold an appropriate early years qualifications at level six, and six hold appropriate early years qualifications at level 3. The nursery opens 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

Stephanie North

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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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