

Inspection of BEST Nursery and Extended Services (Langford)

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

Inspection date:

8 March 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children arrive happily. They leave their parents with ease. Staff are warm and caring, and children form secure attachments. Children explore different textures as they make play dough. They wait patiently for their turn to mix the flour and water together. However, the group is very large, and children have to wait some time for their turn. They lose interest and wander off. Children show that they are developing a love of stories and singing. Children sit in the 'book corner' with friends, to look at, and talk about, their favourite stories. Younger children sit with staff, listening to well-read stories. However, at times, teaching is inconsistent. Staff engage with children as they play, but often do not recognise opportunities to further promote children's learning and development.

Children develop relationships with their key person. Staff know children well and understand how to support children with special educational needs and/or disabilities (SEND). Children with SEND receive support throughout the day and are making progress. Children who may need a little extra support are accurately identified. However, the provider does not always seek timely support from external professionals they need in preparation for the children's next stages of learning and, when the time comes, for school.

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

- The manager has worked hard, and closely, with the local authority advisers to implement positive changes. While the improvements made since the last inspection mean that outcomes for children are greatly improved, there are still weaknesses in the quality of teaching. The management and oversight of the setting have resulted in new systems for reviewing the quality of teaching and learning, including peer-on-peer observations. However, the impact of these is not yet evident in practice. Furthermore, despite the training processes in place, staff do not receive tailored training that they recognise will help them to improve their teaching skills.
- Children access fresh air and enjoy being outdoors. They listen as they crack the ice in the outdoor kitchen and pretend to make 'hot soup' to keep them warm. Other children are developing their physical skills as they run, jump and kick a ball. However, children have limited access to resources outside and staff do not plan a broad curriculum for the outdoor area to support children who prefer to learn outdoors.
- Staff help children learn how to manage their personal hygiene well, such as when children cough and sneeze. Children have lots of opportunities to practise their independence and self-care skills. At snack time, children know they need to push up their sleeves before washing their hands. Staff help children to cut up and peel their fruit. Children thrive on carrying out these tasks and enjoy their

achievements.

- Children's mathematical language and understanding is effectively promoted. For example, staff help children to count the fruit and compare size as they make 'fruit kebabs'. While building the train track, staff talk about finding a 'straight' or 'curved' and 'shorter' and 'longer' piece of track. Children engage well in this activity.
- Parents generally speak well of the manager and nursery staff. They comment on the changes and improvements they have seen since the last inspection. This includes more effective communication with their children's key person. Many parents say that they find the information they receive about their child useful.
- Staff encourage children to take turns and model good behaviour and respect. This supports the children to be kind to each other. Children generally behave well. When they become frustrated and have minor squabbles, children do not always receive the support to help them understand their emotions and how to manage these effectively. Furthermore, when staff talk about how they manage behaviour, they are unclear about the approach they need to follow.
- Children have a healthy diet. Staff share ideas with parents about healthy options for their children's lunch boxes. Staff talk to them about the food they eat, helping them to identify what is healthy food and what is not. Children learn about the food that gives them energy.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a clear understanding of child protection issues and their roles and responsibilities in safeguarding all children. They ensure that any concerns are raised with the designated safeguarding lead and, if needed, appropriate referrals are made to outside agencies. Staff's skills and knowledge regarding safeguarding are kept up to date through regular discussions and training. Staff complete daily risk assessments of the premises to promote a safe and secure environment for children to play. Children are closely supervised by staff, such as when younger children are sleeping. Staff deploy themselves well to support the needs of the children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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ensure that professional development opportunities focus more precisely on building staff's knowledge, to continually raise the quality of teaching	28/04/2023
seek timely support from outside agencies, so that children with SEND get the support they need, to help them achieve the best possible outcomes.	28/04/2023

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

- extend opportunities for outdoor learning to support children who prefer to learn outdoors
- review the implementation of group times, to maximise the learning opportunities for every child
- improve staff's understanding of behaviour management strategies so that they have a consistent approach to better support children's understanding of positive behaviour.

Setting details

Unique reference number	EY471343
Local authority	Central Bedfordshire
Inspection number	10269869
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 12
Total number of places	31
Number of children on roll	102
Name of registered person	Bedfordshire East Schools Trust Nurseries Ltd
Registered person unique reference number	RP901324
Telephone number	01462 815637
Date of previous inspection	30 November 2022

Information about this early years setting

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

Information about this inspection

Inspector

Lisa Topham

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together and discussed how the curriculum is organised.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection.
- Children spoke to the inspector about the activities they were doing.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- A number of parents spoke to the inspector during the inspection and the inspector took account of their views.

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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