

Inspection of Wellingtons for Langley Hall Ltd

Langley Quay, Waterside Drive, Langley, Berkshire SL3 6EY

Inspection date: 30 August 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children arrive happy and eager to join their friends in this welcoming nursery. They build strong relationships with their key person, who shows care and compassion. This helps children to settle in well. Children enjoy cuddles and telling practitioners about their morning before coming to nursery. Practitioners listen with joy and engage in conversation with the children. Practitioners interact and listen to the ideas and opinions of the children, and they offer suggestions to extend their play and learning. They engage children in focused activities that build on what they know and can do.

Older children show great interest in minibeasts and go on a hunt for them in the garden. Children identify where they can find the minibeasts. They tick their charts with pride when they have found one. Children develop good physical skills as they explore the garden space. Practitioners support children's interests outside and engage in play with them. Children enjoy creating their own obstacle courses. For example, they like to climb, balance and throw and catch beanbags with the practitioners.

Babies enjoy sharing books and exploring sensory activities. This supports their coordination and muscle development as they reach for and grab toys of interest to them. Practitioners are ready to help babies pull themselves up and cruise around furniture. This supports babies' confidence and resilience to manage and take risks.

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

- The leadership team has a clear and ambitious vision of what it wants children to learn. Leaders ensure that practitioners know and understand their vision. Practitioners plan activities that build on what children know and can do. Children make good progress and are well prepared for the next stage in their learning as they move through the nursery and on to school.
- Practitioners present relevant information about the activities to children and promote appropriate discussions with them. Children engage in play and show joy and pride as they achieve their goals and achieve what they set out to do. Practitioners communicate with the children well and assess their progress. They provide further questions to extend children's learning.
- Children demonstrate their positive attitudes to learning through high levels of curiosity and concentration. They enjoy the activities planned. Practitioners model high expectations of behaviour to children. The relationships between practitioners and children are positive. They are built on mutual respect and appreciation for each other. Children listen to and respond to instructions or requests. They are developing their resilience and are learning to keep trying. Children show pride in what they do and enjoy sharing their achievements.

- A well-established key-person system helps children form secure attachments and promotes their well-being and independence. However, at times, practitioners complete tasks for children that they can do themselves. For example, during mealtimes, practitioners will wipe the children's hands and faces.
- Practitioners teach children the language of feelings. This helps them to develop and process their emotions. Children show they feel safe and secure. They build positive relationships with all practitioners in their room.
- The leadership team and practitioners have the same ambitions for all children. For children with particular needs, such as those with special educational needs and/or disabilities, they plan and adapt their practice. This supports the progress and development of children. They work with parents and other professionals to learn how they can meet the needs of the children and how they can best support their learning. For example, practitioners attend physical therapy sessions with children. They learn how they can provide consistent care while the children are at nursery.
- The leadership team places a high emphasis on training and development. It provides training and qualifications to support practitioners in their learning and development. This enhances practitioners' skills and knowledge and is developing reflective practice. Practitioners feel valued and supported in their roles. They place their learning into everyday practice. This further supports children to make good progress.

Safeguarding

The arrangements for safeguarding are effective.

All practitioners know and understand their role and responsibility to safeguard children. They demonstrate the processes to follow if they have concerns about a child or the conduct of a member of staff. Practitioners can identify signs and indicators of children who might be at risk, such as of female genital mutilation or radicalisation. Robust recruitment and monitoring procedures are in place to ensure that all staff are suitable to work with children. Risk assessments are effective in ensuring the premises are safe, clean and fit for purpose.

What does the setting need to do to improve?

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

- strengthen communication between staff and children to further support language development
- provide further opportunities to support children's developing independence skills.

Setting details

Unique reference number	EY462773
Local authority	Slough
Inspection number	10308814
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 5
Total number of places	211
Number of children on roll	249
Name of registered person	Wellingtons for Langley Hall Limited
Registered person unique reference number	RP906951
Telephone number	01753 592913
Date of previous inspection	11 December 2018

Information about this early years setting

Wellingtons for Langley Hall Ltd registered in 2013. It is situated in Langley, Berkshire. There are 39 staff employed to work with the children, of whom 31 hold appropriate early years qualifications. Three members of staff hold a relevant level 6 or higher qualification. In addition, the nursery employs several apprentices who are working towards a qualification. The nursery opens Monday to Friday, for most of the year. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lisa Robinson

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 what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between staff and children.
- The inspector spoke to several parents during the inspection and 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023