

# Inspection of Langstone Community Nursery

Langstone School, Ascot Road, Portsmouth, Hampshire PO3 6EY

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Inspection date: 24 January 2024

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 cheerily enter the nursery and wave goodbye to their parents. They feel safe and secure. Attentive staff supportively welcome them with smiles and conversations about the day ahead. Where children are still settling in, staff offer cuddles and reassurance. They talk to children about emotions and feelings. Staff continue to offer gentle encouragement until children feel ready to join in. Children confidently place their bags away and go outside to join their friends. They excitedly practise balancing on blocks and pedalling bikes. Staff support children's play, offering praise and encouragement. Children build excellent physical skills as they explore the outdoor environment.

Managers and staff have high expectations of children's behaviour. They remind children about the importance of sharing and taking turns. Children have high levels of respect for the rules and routines in place at the nursery. When they hear the bell, they know that staff are letting them know there are two minutes left until tidy-up time. Children begin to finish their games and put them away, helping their friends as they go. Children develop highly positive attitudes and follow instructions with ease.

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

- Managers have a robust curriculum that staff understand and implement well. They plan a broad range of interesting activities that inspire and motivate children. For example, staff provide a pin and cork board activity with a range of different shapes. They model their own creation to inspire children's thinking. Children are quickly involved and excitedly talk about what they are making. They remain engaged for long periods. Children develop a good attitude to learning.
- Staff support children's communication development well. They talk with children throughout their activities. For example, when children are playing with dinosaurs, staff add vocabulary, including extinction and *Corythosaurus*. Children show fascination and continue to enjoy matching dinosaur figures, words and pictures. Children develop a broad vocabulary.
- Overall, children demonstrate a good level of independence. They know where to place their belongings away and often do this alone. However, at times some staff do simple tasks for children that they could do themselves. For example, they swiftly open lunch boxes and packets without asking if children require support. This does not consistently enhance children's developing independence skills.
- Managers act with integrity to ensure that all children have access to early years entitlement. Where children have special educational needs and/or disabilities, managers work closely with parents and other professionals involved in

children's care. They ensure that plans are put in place to support children to achieve best outcomes.

- Staff provide children with activities that build on their early literacy skills. They have 'sparkle box' time, which focuses on a different letter of the alphabet. Children enjoy this and can often recognise the sound of the letter they see. Children develop a good understanding of different letters and sounds.
- Children learn about the importance of a healthy lifestyle. During activities and meal times, staff encourage children to think about different foods. For example, they ask children whether they think foods are a 'treat' or 'healthy snack'. Children gain meaningful knowledge that supports their understanding of personal health.
- Staff attend a range of training to increase their knowledge and skills. Some staff have recently attended a course about managing challenging behaviour. They explain how this has helped them in practice. Managers also work closely with less experienced staff, offering ongoing mentoring and training. Staff speak highly of the professional development opportunities available to them. They feel supported by managers.
- Managers and staff build strong relationships with parents. They provide information through an online system, where parents receive updates about their child's day. Parents share that they are happy with the communication they receive. They are confident about how well their children transition to nursery each day.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## 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 consistently recognise opportunities where children can develop their independence skills

## Setting details

<b>Unique reference number</b>	EY312287
<b>Local authority</b>	Portsmouth
<b>Inspection number</b>	10317321
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	50
<b>Name of registered person</b>	Langstone Community Nursery Committee
<b>Registered person unique reference number</b>	RP910880
<b>Telephone number</b>	02392871200
<b>Date of previous inspection</b>	23 May 2018

## Information about this early years setting

Langstone Community Nursery registered in 2005 and is situated within Langstone Infants School, in Portsmouth in Hampshire. The nursery operates from 9am to 3pm on Monday to Friday, during term time only and receives free entitlement funding for eligible children aged two, three and four years old. The nursery employs seven members of staff, six of whom hold qualifications between level 2 and level 4.

## Information about this inspection

### Inspector

Nicola Houston

## 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 and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.

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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