Inspection of Langtry Nursery

11-29 Langtry Road, London NW8 0AJ

Inspection date:	26 September 2025

Overall effectiveness	**Good**
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Good**
Leadership and management	**Good**
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Leaders plan a well-thought-out curriculum. They carefully consider how to ensure that the needs of the children who attend the setting are well supported. For example, staff support children's physical well-being by making very good use of the outdoor area. Children have many opportunities to develop in their physical skills, as they play running games, ride bicycles and balance along obstacle courses.

Leaders work hard to ensure that all children and their families receive the support and resources they need. For example, they ensure that children receive all funding they are entitled to. They carefully consider how to use the funding to support children's individual needs. This leads to strong outcomes for children.

Staff interact with children in calm, warm tones. This supports a happy and purposeful atmosphere in the setting. Staff form warm relationships with children. Children approach staff happily to talk about their play or for a cuddle.

Staff support children well to understand and follow the routines in the setting. They use visual symbols and actions to support children to understand what comes next. For example, staff show children a book enthusiastically to demonstrate that it is time to sit down for story time. These well-embedded routines help children to feel safe and secure in the setting.

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

- Staff form strong bonds with their key children. They develop a good understanding of their interests and the progress that they have made. Staff understand the next steps in children's learning and how to support children to achieve these. This helps children to make good progress in their individual learning journey.
- Staff generally support children's communication and language development well. They get down to children's levels and talk with them about their play. Staff use a wide range of songs and stories to support children to make good progress in their language development. On occasion, however, staff do not ensure that their interactions with children are high quality and purposeful by using a wide range of interesting language.
- Staff help children to make good progress in their personal, social and emotional development. They support children to learn to share and take turns. For example, staff clearly explain to children when it will be their turn. They use visual strategies such as sand timers to support children to understand this. This helps children to build positive relationships with their peers.
- Staff help children to develop their independence skills well. They teach children

how to serve their own food and pour their drink. Children hang up their coats and help with tidying up. They proudly give out cutlery to their peers. Learning self-care skills such as these helps to prepare children for the next stage of their learning, such as school.

- Leaders have put strong systems in place to identify and support children with special educational needs and/or disabilities. They support staff to put strategies in place to help children to catch up with their peers. For example, staff use targeted strategies and interventions to help children who need extra support with their communication and language. Leaders work hard with other agencies to ensure that children get all the support they are entitled to, which leads to very positive outcomes for these children.
- Leaders are very reflective. They have a very good understanding of the strengths and areas for development of the setting. They have a clear action plan and strategies in place to support continuous improvement. Leaders accurately identify strengths and areas for development in staff's practice. They provide targeted support to help staff to improve their practice, which benefits children.
- Parents and carers feed back that they appreciate the warm and nurturing staff, who they find approachable. Staff provide regular feedback verbally and via an app about the progress that children are making and what they have been doing each day at nursery. Staff work hard to make parents feel welcome and part of the nursery community. For example, they provide regular information and drop-in sessions for parents. This helps to develop effective partnerships between the setting and parents.

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 lead high-quality interactions with children.

Setting details

Unique reference number	100540
Local authority	Camden
Inspection number	10410643
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 4
Total number of places	72
Number of children on roll	42
Name of registered person	London Borough of Camden
Registered person unique reference number	RP517467
Telephone number	020 7624 0963
Date of previous inspection	24 March 2023

Information about this early years setting

Langtry Nursery Centre registered in 1994 and is managed by the local authority. It is a purpose-built nursery centre located in the London Borough of Camden. The nursery opens on weekdays, from 8am to 4pm, for 48 weeks of the year. The nursery employs 13 members of childcare staff. The nursery is in receipt of funding for the provision of early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jenny Gordon

Inspection activities

- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The children spoke 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 observed the interactions between staff and the children.
- The inspector and the manager carried out a joint observation of a communication and language activity.
- The inspector spoke to several parents and carers 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.
- The inspector spoke with the manager and deputy manager about the leadership and management of the setting.

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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