

The Learning Nursery

The Learning Nursery, Grange House, 75 Beoley Road West, Redditch, Worcestershire, B98 8LY

Inspection date	11/12/2012
Previous inspection date	26/04/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are happy, motivated and eager to learn. They demonstrate positive behaviour and self-confidence.
- Staff's inventive use of resource provides a learning environment which is bright and welcoming to all children.
- Children thrive in this caring nursery where appropriate bonds and secure emotional attachments are formed.
- Clear self-evaluation and accurate identification of areas to develop ensure continued improvement to the quality of the provision.

It is not yet outstanding because

- Regular opportunities for children to play and extend their learning at their own pace have not yet been fully embraced.
- There is more scope to develop parents' involvement in their children's learning in the nursery and at home.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities throughout the nursery.
- The inspector spoke with the director and staff at appropriate times throughout the observations.
- The inspector looked at documentation including staffing information, children's records and learning journals, and a selection of policies and procedures.
- The inspector also took into account the views of parents and information included in the nursery's self-evaluation form.

Inspector

Lucy Showell

Full Report

Information about the setting

The Learning Nursery was registered in 2010 on the Early Years Register. It is situated in a converted house in the Redditch area of Worcestershire and is a privately owned setting. The nursery serves the local area and is accessible to all children. It operates from four base rooms and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 5.30pm. Children attend for a variety of sessions. There are currently 21 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

The nursery employs six members of childcare staff, three hold appropriate early years qualifications at level 3. The two other staff are currently working towards appropriate early years qualifications. The curriculum leader of the nursery holds Qualified Teacher Status, as does the director of the nursery.

What the setting needs to do to improve further

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

- review and further develop the daily structure so that there are more opportunities for children to play and extend their learning at their own pace
- increase the opportunities for parents to share information about their children's achievements so that they can be more involved in their children's learning and development.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children's enthusiasm for learning, and the levels in which they succeed, is enhanced by some excellent staff interactions. The teaching techniques are positive and show their good understanding of how to engage and capture children's interests. This means that children are progressing well and are involved in steering their own learning and skills for the future. However, at times, children are moved on to another activity too soon, which affects their independent learning. Staff assess children's starting points on entry and transitions are secure so that children settle well as they go through the nursery. Staff have recently improved their records for assessment and planning following the revised Early Years Foundation Stage. This means that staff knowledge and skills are enhanced, resulting in the provision of some wonderful opportunities for children.

Children venture into the igloo which has been created from plastic milk bottles and decorated with fabric icicles, paper snowflakes and fairy lights. This is a magical space where children use their imaginations to recreate familiar findings from factual books and discussions about the Inuit people who live in cold climates. In a box on the table there is

an inviting winter scene with pictures, books and a collage mobile hanging above. Inside, the box is decorated with shiny paper and glitter and includes animals, such as a whale in the 'water', a husky dog with a pup, polar bears and penguins with their babies. Children are engrossed as they use a magnifying glass to look closer as they sprinkle the 'snow' on the animals. A member of staff is invited by the children to join in and asks appropriate questions to support their learning effectively.

While the nursery is quiet, staff take the opportunity to bring all the children together so that they can share in the experiences on offer. This means that the younger children benefit from following and copying the older children, who are confident and proud to take some lead. Staff skilfully adapt activities for the age and stages of the children. For example, younger children are encouraged to use their senses as they run their fingers through the flour and glitter 'snow', while older children are encouraged to sprinkle and make marks to develop early writing skills. At circle time most children sit patiently so that they can choose a song to sing. They are delighted when it is their turn and stand next to 'Santa' to sing and dance.

Children enjoy listening to stories and often join in with suggestions for what happens next. Staff are fully aware of children's interest in books. They have developed a cosy corner where children sit and choose from a good fact and fictional selection. In addition to this children use puppets and props to make their favourite stories come alive. Building blocks are chosen by some children, who sit with staff making 'towers and buildings'. Children show great concentration as they place blocks in different ways to try and balance against the different angles and curves into a structure. Similar problem-solving skills are seen in a small group of children who count and match numbers and colours in pictures on a large floor puzzle.

The contribution of the early years provision to the well-being of children

The key person system is very effective in supporting individual needs because staff take time to get to know all the children and build secure bonds. Initial information about children's starting points is obtained from parents, and staff give details of the day's events. Some parents place notes in the suggestions box about care practices within the nursery. However, parents are not encouraged to regularly share details about their children's achievements. This means that some valuable information may be missed and, as a result, parents are not fully involved and helped to support children's learning, both at home and in the nursery.

Children are developing good independent self-care skills. Some use the toilet with confidence and ask for help if needed while those in nappies are taken care of effectively. Displays show healthy foods, such as brightly coloured fruits and vegetables, and light healthy snacks, such as a selection of fresh fruits, are provided. Children are able to serve themselves and pour drinks at times through the day, which provides them with opportunities to make healthy choices. Staff are enhancing this by working with the parents to encourage them to supply healthy foods in children's lunch boxes.

The spaces are homely and child-friendly with brightly coloured displays, pictures, posters

and resources providing a welcoming environment. Staff are warm and caring which promotes children's confidence and sense of belonging. Children appear very comfortable in their surroundings and are showing good awareness of their own and others' safety. They are encouraged to tidy up and are thoughtful when helping to look after the younger children. This practice supports the nursery's risk assessments and ensures children are helping to manage their surroundings to ensure safety and minimise hazards.

The staff are good role models and use consistent strategies and age- and stage-appropriate explanations to provide children with a clear understanding of acceptable behaviour. Children receive gentle reminders to play nicely with the toys and to share and take turns. Before children go home 'Praise Puppy' gives out stickers to children for varied achievements through the day. They are very pleased to show these to their families when they arrive to collect them. Children who have special educational needs and/or disabilities or who speak English as an additional language are supported well. Staff are focused on ensuring that all children are valued in nursery and adapt practice to meet their individual needs effectively. They recognise diversity as a strength and are happy to celebrate festivals and events to promote children's understanding of different cultures. Staff create an environment that is welcoming, safe and stimulating where children enjoy their learning and grow in confidence. Every child, from the youngest to the oldest, and of every ability, receives a happy and enjoyable early years experience that secures their future learning.

The effectiveness of the leadership and management of the early years provision

Staff have good understanding of their responsibilities in meeting the learning and development requirements within the Early Years Foundation Stage. They are aware of the importance of assessing and monitoring the planning and delivery of the educational programmes and seek advice and guidance effectively. For example, they work well with their local authority advisory team and use quality audits as a welcome support. There are well-written policies and procedures in place to maintain the management of the nursery. Staff knowledge demonstrates a good level of understanding of the safeguarding and welfare requirements. They work well with other professionals to ensure they understand and follow child protection procedures, such as reporting concerns and dealing with allegations. There are clear recruitment and vetting systems in place which ensure all people working with the children are suitable to do so.

Regular staff meetings are held to discuss best practice and children's progress. Staff are also involved in an ongoing process of reflection and adapting practice where they feel necessary. The valued opinions of parents and other childcare professionals are sought through questionnaires and used to help identify priorities to improve. There are clear systems to ensure staff understand and implement their roles and responsibilities well. Performance management systems are effective, with staff identifying suitable training. Staff cascade information from training and events to extend team knowledge and skills. In addition to this, managers monitor the impact of this shared knowledge to ensure their professional development is secure. Staff share information effectively with other professionals providing care for the children and valuable transition documents are given

to parents and other providers. This shows that staff understand how important it is to communicate with others so that children receive complementary and consistent experiences in this nursery and on to school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY415854
Local authority	Worcestershire
Inspection number	875570
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	21
Name of provider	The Learning Ltd
Date of previous inspection	26/04/2011
Telephone number	01527 61234

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are

usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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