

# Learning Land

65 Derwent Street, Workington, Cumbria, CA14 2DW

<b>Inspection date</b>	31/07/2013
Previous inspection date	21/01/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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**

- The nursery is led and managed by extremely well qualified and experienced early years practitioners who have very high standards and deliver a professional childcare service to children and their families.
- All staff are well trained and knowledgeable about how to keep children safe and secure. They follow comprehensive policies and ensure that children are supervised and protected at all times.
- The learning environment is stimulating and spacious. The extensive range of good quality resources and activities provide very good opportunities for children of all ages to safely explore and learn skills in all areas of the curriculum.
- Positive partnerships with parents, carers and other professionals ensure that children receive good, consistent care in a nursery that welcomes and actively encourages parental involvement in their children's care and learning.

### **It is not yet outstanding because**

- The good use of print displayed inside the nursery is not extended to the outdoor learning environment to further strengthen the children's good early literacy skills while playing outside.
- There is scope to further enhance children's sensory experiences and opportunities to investigate the natural world outside.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 in the baby room, the toddler room and the outdoor play areas.
- The inspector held meetings with the manager and undertook a joint observation of an activity with the manager.
- The inspector spoke to staff and children during their daily activities.
- The inspector looked at a sample of children's learning journals, planning documentation and operational files consisting of policies, risk assessments, appraisal and supervisory records and staff qualifications and suitability documentation.
- The inspector also took into account the views of parents spoken to on the day of the inspection and read a number of parental questionnaires.

## Inspector

Sandra Williams

## Full Report

### Information about the setting

Learning Land was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and operates from a converted building located in the centre of Workington, Cumbria. The nursery serves the local area and is accessible to all children. Children use the three playrooms and the sensory room, as well as the three enclosed areas available for outdoor play.

The nursery opens Monday to Friday for 50 weeks of the year. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 85 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 with special educational needs and/or disabilities.

The nursery employs 22 members of childcare staff. Of these, all but one holds appropriate early years qualifications at level 3. The team is led by a manager and deputy manager, both of whom hold degrees. The nursery is a member of the National Day Nursery Association and works closely with the local authority.

### What the setting needs to do to improve further

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

- increase the amount of print outside, such as signs and labels, to enhance children's understanding that words have real meaning and to further support their good early literacy skills
  
- enhance children's opportunities to explore the natural world and develop their sensory experiences by further developing the garden area so that children can explore plants, such as herbs, fruit and vegetables.

## Inspection judgements

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

The managers and staff have a good knowledge of how children learn and develop. They provide an imaginative range of activities to support children to make good progress in their learning and development. Initial information is gathered from parents about the children during settling-in sessions. This information helps the children's key person to

assess their starting points and to shape activities to meet the children's individual learning needs. Parents are kept well informed about their children's progress through daily talks with the key persons, sharing information in the 'boomerang diaries' and by regularly looking at the children's progress records. Parents are actively encouraged to be involved in their children's learning by adding their observations of children's achievements at home onto the 'learning tree'. They also complete suggested activities with the children at home to support their learning, such as singing familiar songs. All of these methods are highly effective in helping parents to be fully involved in supporting their children's learning and development.

Staff accurately assess and track children's progress and plan for the next steps in their learning. All children, including those with special educational needs and/or disabilities, are making good progress towards the early learning goals, given their starting points. Involvement in the 'Every Child a Talker' programme has enhanced staff's knowledge in supporting children's good communication and language skills. Babies delight in a singing activity. They enthusiastically select a toy and sing the corresponding songs together. They maintain focus for a good period of time and clap with pride at the end of each song. This activity helps them to build their vocabulary in a fun way. Older children recognise their names as they hang up their coats and bags on their pegs on arrival. The indoor environment is rich in print displayed on the walls, which is effective in supporting children's early literacy skills. However, the good use of print displayed inside the nursery is not extended to the outdoor learning environment to further strengthen the children's good early literacy skills while playing outside.

As children and babies play with sand and various sized buckets, staff use words, such as 'full' and 'empty', and encourage counting. Also as babies build towers with building blocks, staff encourage them to build them 'higher' and 'taller'. Therefore, their mathematical learning is effectively extended through the skilled interaction and purposeful play. The environment is rich in numerals and shapes displayed on the walls, which also enhances children's learning and supports them to make good progress in their early numeracy skills. Children competently use a very good range of computers and programmable toys, which provide them with good opportunities to develop their understanding about how technology is used for different purposes. They enjoy using magnifying glasses and binoculars to hunt for bugs outside. Children then enjoy sitting in the play hut looking at books so that they can identify the different bugs. These activities help children to learn about the natural world and encourage them to develop a love of books. There is, however, scope to enhance children's sensory experiences and opportunities to investigate the natural world outside, for example, by further developing the garden area so that children can explore plants, such as herbs, fruit and vegetables. Children of all ages have access to the sensory room where they can explore different textures, sounds and lighting that stimulate their senses. All of these experiences prepare children well for when it is time for them to move on to school.

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

Children and babies enjoy attending this friendly and inclusive nursery. They enter the nursery happily and are greeted with a warm welcome from the staff. Parents effectively

share information about children's routines and individual needs, which ensures staff know the children well and, therefore, children settle happily. The good levels of adult attention and warm interaction ensure that all babies and children form positive and trusting relationships with their key person and other staff. Babies' personal, social and emotional development is effectively supported by the staff in the baby room. They encourage the babies to sit together for their meals and praise them for attempting to develop independence skills, such as feeding themselves. The babies demonstrate secure and trusting attachments to their key person as they enjoy cuddles and reassurance from them. When they become tired, staff sing soothing songs to help them settle down for a sleep. As the staff change the babies' nappies they talk to them and have lots of eye contact, which builds on their trusting relationships. Children are well supported in their moves between rooms in the nursery. When it is time for them to move, they visit their new room with their key person so that they become familiar with the environment and their new key person.

Children develop good self-care skills as they learn about staying safe in the sun by putting on sun cream before playing outside. They learn about the need to wash their hands before eating and they know it is to get rid of germs. Well-balanced, nutritious meals and snacks, including fresh fruit and vegetables, are freshly prepared on site. The children are involved in serving their food and pouring their drinks. This means they benefit from rich opportunities to develop their good self-care and independence skills. Children have regular opportunities to enjoy fresh air and exercise in the outdoor playgrounds. They move about freely and develop their self-confidence and ability to judge risks for themselves. For example, with staff's support and encouragement, they try new activities, such as climbing and sliding down the slide.

The nursery is attractively decorated with children's individual artwork and photographs of the children and the staff. This helps children to feel familiar and comfortable in their surroundings. The children confidently select from a choice of stimulating resources, which are stored at low level and are easy for them to reach. This enables them to become confident learners and teaches them to make choices and play independently and cooperatively alongside others. Children's behaviour is positive due to the clear boundaries and gentle guidance provided by the staff. Staff work closely with parents and external agencies in order to support children's behaviour through consistent methods. Children are encouraged to play cooperatively and share toys, as well as help to tidy up and put the toys away at the end of the session. They are well supported in their moves from the nursery to school, due to the close working relationships that exist with teachers at the local school. Children become familiar with the teachers before they move as they visit them, which helps to make the transition smooth.

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

The nursery is managed by highly qualified, professional and experienced managers who are conscientious and diligent in their leadership roles. They ensure that all staff have a good understanding and knowledge of how to meet the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. All staff

have undertaken safeguarding training and have a good understanding of the policy and procedure to follow should they have concerns about children's welfare. The policy includes procedures to be followed if there are allegations made against staff members. The thorough recruitment and vetting procedures undertaken by the management team ensure that staff are suitable and safe to work with children. Managers monitor staff's practice closely on a daily basis and have appropriate systems in place to address any under-performance issues should they occur. All staff receive a full induction to ensure that they understand all of the nursery's policies and procedures, including a whistleblowing policy. Staff confirm that should they have any concerns regarding any of their colleagues' behaviour towards children, they would promptly discuss this with the managers. All of the staff are committed to the safety and well-being of all of the children who attend the nursery. Annual appraisals and regular staff supervisions are undertaken to monitor the continued professional development, conduct and training needs of staff. Regular team meetings and training also effectively support staff well in their daily work with the children.

Children remain safe and secure due to the robust security of the premises and the vigilance of the staff. Managers ensure that the correct staff-to-child ratios are adhered to at all times and that staff are effectively deployed. This results in children being well supervised and ensures that their individual needs are well met. Effective risk assessments and daily safety checks inside and outside minimise hazards in order to reduce the risk of accidents to children. All staff are trained in paediatric first aid and are, therefore, prepared to deal with any accidents or medical emergencies should they arise. Procedures for dealing with accidents are stringently followed. All accidents are recorded and parents are informed and asked to sign the accident records. In the event of any serious accidents, parents are contacted immediately and medical advice is sought appropriately. The managers are clear about their responsibilities to notify Ofsted of any serious accidents or injuries to children while in their care. Parents have access to the policies and procedures, including the complaints policy. They are encouraged to share their views or concerns about the nursery through questionnaires and a suggestions box, and by approaching the staff directly.

The managers and staff have a very secure understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. The managers monitor the planning to ensure that a wide range of activities are provided to help children make good progress in all areas of their learning. They also sample learning journals to oversee the quality of assessment and planning and to check that staff plan for children's next steps in their learning and that these are followed through.

Very positive partnerships between staff and parents ensure that children's needs are well met. The nursery operates an open-door policy, which parents appreciate. They speak highly of the staff and state that they are extremely helpful and friendly and deliver very good quality teaching through well-planned activities that the children enjoy. Parents are kept well informed about the nursery through regular newsletters, meetings and informative noticeboards. Partnership working with external agencies and professionals, such as educational psychologists and occupational therapists, is very effective in ensuring that children with special educational needs and/or disabilities receive additional support

when required.

The management team and staff are very conscientious and strive for excellence. Thorough evaluation of the nursery takes into account the views of children, parents and staff. The recommendations from previous inspections have been taken on board and promptly addressed. This is a positive indication of how committed the staff are in maintaining continuous improvements. The managers work closely with the local authority adviser and have a clear and well-targeted plan of action for future developments.

### **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 action. 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

<b>Unique reference number</b>	EY276710
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	929159
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	89
<b>Number of children on roll</b>	85
<b>Name of provider</b>	Hilary McCarron
<b>Date of previous inspection</b>	21/01/2013
<b>Telephone number</b>	01900 601 222

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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, which are usually the childminder's 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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