

# Learning Land

65 Derwent Street, Workington, Cumbria, CA14 2DW

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 06/12/2013 |
| Previous inspection date | 31/07/2013 |

| <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

- Teaching is good and is firmly based on staff's secure knowledge of the Early Years Foundation Stage and their good understanding of how children learn. As a result, they are enthusiastic about the care they provide and plan stimulating activities, which enables children to make good progress in their learning.
- Children are supported well in their personal, social and emotional development, and their emotional well-being is fostered. They develop a close relationship with their key person and the other children in their group. As a result, children play well together and demonstrate good levels of independence, self-esteem and confidence.
- Staff make sure that children are well protected and kept safe and secure in this well-organised and well-resourced nursery environment, which enables them to become independent learners. Thorough safety checks and risk assessments are maintained and the sensible safety procedures guarantee that children are well supervised and well cared for.

### It is not yet outstanding because

- The manager does not formally assess and monitor staff's knowledge and understanding of the safeguarding procedures and first aid protocols. Staff do not evaluate this training or use staff meetings to further test and demonstrate their continued understanding and knowledge of these subjects over time.

## 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 children playing in the baby room, toddler room, pre-school room and outdoor play area.
- The inspector held discussions with the manager, staff and children throughout the inspection.
- The inspector held a meeting with the manager and deputy manager.
- The inspector completed a joint observation with the deputy manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's 'boomerang' books, children's progress records and evidence books, the planning documentation, and the systems for the monitoring of children's progress.
- The inspector checked evidence of suitability and qualifications of staff working with children, the policies and procedures for the setting, including the safeguarding procedure, and the documented self-evaluation systems that support the service.

## Inspector

Carys Millican

## Full report

### Information about the setting

Learning Land opened 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 immediate locality and also the surrounding areas. Children are cared for in three designated age-related playrooms and a sensory room, and have access to four enclosed outdoor play areas.

The nursery opens five days a week from 8am until 6pm Monday to Friday for 50 weeks of the year, except Bank Holidays. There are currently 106 children on roll in the early years age range. Children attend for a variety of sessions. The nursery receives funding for the provision of free early education for two-, three- and four-year-olds. It is a member of the National Day Nurseries Association and receives support from the local authority.

There are currently 20 staff working directly with the children, 17 of whom have appropriate early years qualifications at levels 2, 3 and 4. The manager and the deputy manager hold degrees. The nursery employs an additional cleaner and a handyman, who both work when children are not on site.

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

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

- develop further the assessment of staff's continuous professional development already in place, to include a more formal approach to monitoring and evaluating staff's knowledge of the safeguarding procedures and first aid protocols, to ensure their continued understanding over time.

## Inspection judgements

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

The staff's teaching methods are good. They have a good knowledge and understanding of how children learn and develop, and skilfully facilitate children's learning by using their interests well. As a result, children are absorbed in their activities and are fully engaged in purposeful and enjoyable play opportunities. Staff continually monitor their planning so that they are sure that they are covering all the areas of learning within a broad and balanced curriculum. Children's progress is carefully tracked by staff, who implement the Statutory framework for the Early Years Foundation Stage in their work exceedingly well. They closely monitor individual children's achievements and, as a result, children make good progress and develop the skills for their future move on to school. Staff work closely with parents to effectively gather information about what children already know and can

do when they first start at the nursery. They complete a holistic observation of the children playing when they first start to ensure children's correct starting points are obtained. Staff make regular observations and include a lot of detail in the attractive progress records and evidence folders they maintain. This ensures that a true reflection is seen of each area of learning and development every child achieves. Staff review children's progress against their expected levels of development using the Early Years Outcomes document. They consult with parents daily at arrival and collection times to obtain information about what children do at home, ask about changes in interest, and the development achievements parents have observed. Staff share information daily in designated 'boomerang' books and ask parents for their opinion to establish the next steps in development and to promote children's learning. The children's progress check at age two is effectively completed using the regular progress records completed by the staff. Parents are encouraged to contribute their own observations of their child's development to the learning records through the 'learning tree', by adding comments to progress record sheets and the by using the 'boomerang' book. This contributes to the good partnership established between the nursery and parents, and to the continuity of care and learning for all children. Children therefore continue to make good progress given their starting points and capabilities.

Staff are model good teaching practices to make sure children develop the skills they will need for their eventual move on to school. They motivate children to engage in conversations and further children's language development by continually talking with them as they play. In these numerous conversations, children learn how to express what they think and how they feel, and they develop a wide range of vocabulary and language. Staff skilfully use open-ended questions. This helps children to think for themselves about what they are doing. For example, as children wrap up presents they have to decide what paper to use and how big a sheet they require. Staff ask questions, such as 'How will you fasten the pieces together?' and 'What shape is your present?'. In almost all cases, children are given sufficient time to think and respond to what is asked of them, which helps to develop their critical thinking and problem-solving skills. Staff use spontaneous activities well to extend children's learning. For example, as younger children build a tower using the large coloured bricks, staff ask them to count how many bricks they can see and to name the colours. This helps the children to develop their mathematical skills in number and colour recognition.

Children are motivated and eager to take part and to complete activities. They show high levels of patience and concentration in their learning because staff support children in their chosen activities and further stimulate children's interests effectively. For example, they use the scissors to cut the wrapping paper and the sticking tape dispenser to securely fasten the paper together. Staff are good storytellers and enthusiastically act out the story while reading the books with the children. This helps the youngest of children engage in the stories well. Children join in the repetitive phrases, talk about what they see and do all the actions. This truly inspires children to continue to look at the books on their own in the quiet area. Furthermore, children have numerous opportunities to gain good literacy skills. Staff encourage children to draw and paint, and write the name of the person their present is for on the Christmas card. Children play with musical instruments and listen to the sounds they make, such as sleigh bells. Younger children learn how to press buttons to make things work, and therefore learn that what they do causes something to happen

and so they repeat the process. Staff are fully aware of the different learning styles of children and make sure that there are plenty opportunities to make marks in all areas of their play; this especially engages the boys in such activities. They also make sure mathematics is introduced early with children to improve their knowledge of this subject when reaching school age.

Staff differentiate activities for children with diverse skills and abilities. For example, younger children enjoy pressing buttons on the electronic devices and interactive activity toys to discover what happens, while the older, more able children use the mouse on the computer to complete a programme and robot toys. This means that children explore and investigate at a natural pace and progress in their development accordingly. Children are supported well to gain a strong understanding of the world. Since the last inspection a designated growing area has been introduced to enable children to learn to care for living things and to take part in growing, cultivating and harvesting seasonal fruit, vegetables and herbs. Staff ensure that the resources throughout the nursery reflect a diverse world. Staff celebrate festivals from around the world in meaningful ways to help children become more aware about people's similarities and differences.

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

Children's emotional well-being is supported well. Each child has their own key person and belongs to a specific key group. The key person oversees their development, supports them in the routines of the day, and works closely with the parents to provide continuity of care and learning. Children are sensitively supported during settling-in periods to ensure they experience a smooth transition from home to the nursery. They settle at their own pace through a gradual settling period that is tailored to meet their individual needs. Parents and children are warmly welcomed by staff throughout the nursery. Staff take the time to get to know the parents and children's individual routines. Therefore, children's individual needs are known and understood, and their physical and emotional well-being is effectively supported. Staff arrange the learning environment throughout the nursery to maximise children's independence, choice and decision making. They plan activities to meet children's interests, which effectively engages them in their play. Children's work and photographs of them undertaking activities are creatively displayed to ensure that children continue to feel welcome. Children are very well behaved. Staff are good role models, therefore children remain fully engaged and motivated to take part in all activities. Younger children learn to share and take turns, while the pre-school children do this well and are constantly praised for their good social skills.

Children eat a range of healthy snacks and enjoy freshly cooked main meals. Mealtimes are a sociable occasion. Each child's key person sits with them in their key group to support them at mealtimes and to engage them in conversation about the morning's activities. Children are also supported to adopt good safety habits to keep themselves and others safe. For example, when children are asked if they can peddle backwards on their bike, they reply that they may bump into someone if they do that. Therefore, they learn about the impact of their actions on themselves and others. As a result, children grow in confidence and self-esteem. Staff support children to become increasingly independent as they grow older. They enjoy being very independent in their personal hygiene and have

good personal care skills. For example, they learn to put on their coats and how to fasten their zips and do up buttons. Children are encouraged to set out their own dinner place at lunchtime and they learn to pour their own drinks. Pre-school children choose their own snack and place their dishes in the sink when they have finished.

Staff support children's move on to school at the end of their pre-school year. They have established strong links with the feeder school in the area. Throughout the year the pre-school age children attend celebratory events and festivals, including holding the nursery graduation ceremony in the school. Staff talk with the children about their move and use books and sessional visits to their new school to help children become familiar with their new teachers and routines. Staff ensure that children benefit from a healthy lifestyle. Children play outdoors in the fresh air where they enjoy a wide range of physical activities that support their physical development. For example, they ride on wheeled toys, climb up ramps using ropes and manoeuvre themselves down the slide. Children develop their small muscle control during activities as they use scissors to cut wrapping paper, manipulate modelling dough, and build with a range of large and small bricks.

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

The manager, deputy manager and all the staff members have a good understanding of the learning and developments and safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Consequently, children are protected and kept safe and secure. All staff hold an early years qualification, with some staff reaching higher level early years qualifications, which further supports their good understanding of how children learn and their overall practice. A good programme of professional development is established for all staff who in most cases evaluate what they have learned and cascade their knowledge back to other staff during meetings. The staff team complete online child protection and safeguarding training and first aid training, so that they know what to do should they have concerns about the welfare of a child and what to do in an emergency situation. However, the management does not monitor staff's understanding of both these subjects robustly enough to ensure that all staff continue to keep their understanding up to date with procedures in between the three-year training programmes. The manager and staff have recently reviewed their recording methods with regard to existing injuries and concerns generated through disputes within families, which affect the children in their care. They now keep more robust records that may be shared with the local children's social care services team, when requested by them, in child protection cases. Robust recruitment and suitability checks are completed for all childcare staff who have contact with the children, to ensure their suitability. This is followed by an effective induction process and staff also benefit from ongoing support in the form of supervision and appraisals. These are used to assess the staff's quality of teaching and build on the staff's existing strengths and identify any areas for development. All the required policies and procedures are implemented and followed by staff, including the uncollected child procedure.

Staff make sure that children are well protected and kept safe and secure in this well-organised and well-resourced nursery environment. This is established through thorough

safety checks completed daily and through detailed risk assessments for all the areas children use. The regular staff meetings enable staff to share ideas and to evaluate the day-to-day provision. Staff have good access to training to enhance their skills. The recent addition of the sensory room and staff's access to specific training linked to Autism and special educational needs and/or disabilities have improved staff's understanding and awareness of the needs of all children. This includes the role of sensory play in supporting children's learning and development. The manager monitors the educational programme. She tracks children's development effectively to monitor the progress of groups of children to make sure that any gaps in their progress are recognised early, so help can be obtained from other professionals, in order to continue to raise children's achievements further.

The management team uses reflective self-evaluation to ensure that the nursery's strengths and areas for improvement are highlighted and effectively addressed. Since the last inspection both previous recommendations have been completed to improve the outdoor provision. Action plans are clear and concise and show the nursery's strong commitment and capacity to continually improve. Parents are involved in the self-evaluation process through discussions and the use of regular parent questionnaires. Parents state that they are very happy with the care and learning opportunities that their children receive and how much their children have progressed since starting. They praise the 'flexible, approachable, friendly and caring staff team'. The nursery continues to work effectively in partnership with parents to meet their requirements and the individual needs of their children. They change their methods of sharing information between parents if they find it is causing concerns. Staff also work closely with any other early years provision that children attend to ensure information is shared. Parents are fully informed about all aspects of the nursery through regular catch-up chats, newsletters, noticeboards and displays throughout the nursery. Staff have strong links with the local feeder school and continue those links with other professionals when working with the children. They regularly exchange information about the children, with parents' permission, to support and enhance continuity in the children's care and to maximise their learning opportunities.

### **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 | Requires improvement | The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.  |
| 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 monitored and inspected again within six 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>           | 945928                   |
| <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>  | 106                      |
| <b>Name of provider</b>            | Hilary McCarron          |
| <b>Date of previous inspection</b> | 31/07/2013               |
| <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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