

Land of Learning

5-11 Evington Drive, LEICESTER, LE5 5PF

Inspection date

Previous inspection date

06/12/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Staff make quality observations and assessments of children and the key person system is effective in creating personalised learning for all children. Consequently, all children make very good progress.
- There is a strong emphasis on safeguarding throughout the setting. The manager has comprehensive procedures in place to ensure all staff have a high level of knowledge and understanding to keep children totally protected.
- Children benefit from the effective partnerships with their parents and with the attached school. This supports their transition from home into the nursery and eventually onward to school.
- Children are treated with respect and this results in a harmonious, caring environment for everyone, where every child is valued and their individual needs are met. Consequently, their behaviour is very good.

It is not yet outstanding because

- There is scope to enhance the systems to monitor and track groups of children to ensure all children achieve at the highest levels.
- The provision of resources and activities for children to explore the natural world, such as observing plants and natural objects, are not maximised. This means they have fewer opportunities to explore the natural world.

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 completed a joint observation with the manager.
- The inspector spoke to the manager, staff and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the setting, and a range of other documentation.
- The inspector observed child-led and adult-guided play experiences indoors and outside.
- The inspector took account of the views of parents spoken to on the day and recent parent questionnaires.

Inspector

Sharon Alleary

Full report

Information about the setting

Land of Learning was originally registered in 2004 and was opened in 2012 in their current premises and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built three story community building in the City of Leicester, and is managed by Masjid Umar mosque, Evington Muslim Centre. The nursery serves the local area and is accessible to all children. Children have access to all of the building but care predominantly takes place on the ground floor and there is an enclosed area available for outdoor play.

The nursery employs six members of childcare staff. Of these, all six hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday term time only. Sessions are from 8.30am until 11.30am and 12.15pm until 3.15pm. Children attend for a variety of sessions. There are currently a total of 46 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- continue to monitor and embed systems to track and record whole group progress, so that assessments of learning continue to be sharply focused and rigorous in identifying why different groups of children may be doing less well than others

- maximise the use of the outdoor environment and extend opportunities for children to have greater opportunities to explore the natural world.

Inspection judgements

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

Staff demonstrate a very good understanding of how children learn. They are very effective in their interactions with children throughout the nursery, and so support their learning and development well. As a result, children make good progress towards the early learning goals. All staff can confidently share information about children they are supporting without having to refer to development records. They know children's interests, likes and dislikes, where they are in their development pathway and where they need support. Staff take valuable time to talk to parents when children begin at the nursery to

gather significant information on their learning and development. This enables them to create realistic starting points to meet children's development needs. Staff make precise observations of children's achievements, and raise next steps to help children move forward in their learning. These are then used effectively when planning to ensure that each child is appropriately supported and challenged. Staff are very observant when children are playing and recognise the learning that is taking place and how this can be extended for each child through things they like doing. For example, staff enable a small group of children to discover and investigate shapes as they dig and play in the sand.

Each day, the staff create a stimulating environment for children that promotes their curiosity and desire to explore. Action songs and rhymes are used in every day play and routines, and children show they understand these through completing the actions and singing all of the words. Children have many opportunities to develop listening and speaking skills, which support their communication and their social and emotional development. This is particularly evident at 'circle time' when they participate in prayers which is followed by an activity to practise early phonics by tapping out rhythms to names. Further to this, staff use signs and symbols alongside communication to ensure that every child is fully included, particularly those children whose English is not as strong as others. Staff use pictorial prompts to depict the routine of the day to ensure that all children know and understand what will happen next. Children move around the hall becoming involved in the activities and staff encourage them to make choices, including when they wish to play outdoors. Children have daily opportunities to develop their physical skills, including using large apparatus within the hall, obstacle courses to gain balance and control and bikes to negotiate space in the outdoor playground.

When playing with the children the staff have a natural ability to extend their learning. For instance, when playing in the sand, staff talk as they play, 'Now it's even heavier, will you need a big bucket or a small bucket?' This example shows how staff successfully develop children's mathematical skills. Children cleverly use their creative and critical thinking skills in a game of basketball. After a few failed attempts, they find a crate to stand on and discover they can easily drop the ball through the hoop. Children show how they enjoy books when they visit the 'Book bus'. All the children in the nursery are fully involved and engagement and interaction is very good during the storytelling session. Children learn important skills for listening and attention by putting up their hands when they wish to speak. Most children in the nursery speak dual languages; their vocabulary is very good and on occasions they use complex words, such as 'telescope' and 'lighthouse'. The storyteller introduces words in children's home language, the children laugh and correct her in English, saying 'No, it's a fish.'

Children have access to a wide range of creative and literacy resources that they help themselves to independently. Painting is a popular choice along with colouring and creating pictures. Children are keen to share their efforts with the inspector, 'I've drawn two circles, a square and a rectangle'. The child writes their name on their paper ready to take home. As a result, a wealth of learning has taken place in one experience, as children use their physical skills to colour, their mathematical skills to identify shapes and finally literacy skills to write their name. Children develop their information and communication technology skills through the use of the computer; they confidently use the mouse and keyboard. On occasions, staff support children by showing them how to use equipment.

For instance, children and staff explore the CD player and headphones to listen to music. Children have fun, are highly engaged and develop a range of skills needed for the next steps in their learning, such as school. They take their coats on and off when required, put on their own aprons and use the toilet independently. Staff have good skills and expertise and quite naturally cover all areas of learning and development through whatever children are doing. Children in this nursery are making good progress with their learning and development.

None of the children in the nursery celebrate Christmas. Therefore, when taking a 'shape walk' in the wider community, staff use this opportunity to subtly introduce the children to the celebrations of others as they point out the tree lights in windows. This prompts a discussion about Christmas celebrations. Parents comment positively on the way the nursery respect their own Muslim culture while also introducing aspects of the wider culture and celebrations that take place in their community. The nursery fully includes parents and keeps them very well informed about their child's learning. For example, parents are invited to 'Family Learning' sessions where they have first-hand experience of how the Early Years Foundation Stage is delivered to their children and how they can continue this at home. Parents are encouraged to share, 'Wow', moments from home. The nursery provides 'Activity Packs', which parents can take home to use with their child. This helps children to enjoy learning and to share what they know with family members.

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

Children are confident, happy and settled in this welcoming and friendly nursery. The nursery has a staggered intake of children at the beginning of a new term. This ensures that all children and their family have a quality introduction to the nursery and their key person that supports their transition from home. On entry to the nursery staff take time to talk with parents about their child's individual needs, both regarding their learning as well as their care. This ensures that enough information is obtained to help them engage the child in play that interests them, as well as knowing how to respect their cultural and religious needs. As a result, children are quick to settle and build strong emotional attachments with known adults. A good key worker system ensures that children feel safe and secure in the setting. The key persons speak warmly and have good knowledge of the children in their care and how they support them in their learning and development. Children are accommodated in a clean, comfortable environment that is secure and well maintained. Staff put a lot of effort into the presentation of the hall, resulting in interesting, attractive and child-friendly surroundings. For instance, there is a cosy area in the room, which is very appealing. Children gain a sense of belonging as they see many examples of their artwork displayed. Children explore an interesting range of good quality resources in their room, which cater for most areas of learning. Play materials are arranged to be easily accessible, this encourages children to help themselves and follow their own interests. However, resources are not fully developed so that children have a wide range of regular opportunities to explore and investigate the natural world, for example, observing a range of plants.

Children's behaviour is good and their self-esteem is high. They are happy, settled and confident in their play to make independent choices. This is because the staff are good role models and ensure all children are treated with equal concern. Methods to support children's behaviour are firm but fair. For example, children who are unwilling to share are reminded of how to wait their turn with a toy. As a result, children are praised for listening and adapting their behaviours. Staff use simple 'Golden Rules' to reinforce behavioural expectations, these are reiterated at 'circle time'. Consequently, children's behaviour is consistently good. Children safely access the outdoor playground and are gaining an understanding of risks through activities that encourage them to explore their environment. For instance, staff closely monitor children as they whizz down the slope on their bike, braking sharply at the end. Physical skills and exploration are well promoted as children have regular access to the nursery's outdoor playground. When the children are playing outside, the gates are securely locked. Children learn about their own safety as staff remind them to be careful not to sprinkle sand as it may hurt their eyes.

Children develop good self-care skills as they wash and dry or shake their hands before and after snack, after messy play and when they have used the toilet. Staff respect cultural and religious beliefs when promoting independence skills. At snack time children help themselves to milk and they use tongs to serve their snack. Snack is a healthy choice of raisins, breadsticks, cheese and figs. Children confidently tackle buttons and zips as they dress to play outdoors. Children benefit from good opportunities to develop a positive awareness and respect of people's differences, as they explore the local community, wider world, their own cultures and beliefs and those of others. Children learn about healthy eating as they are offered nutritious snacks that have been provided by their families. The nursery supports families in making healthy choices by suggesting appropriate choices for donated snacks, for instance, dried fruit and yoghurts. Discussions about healthy eating take place at group times as staff ask the children what they had for lunch. The children then decide if this is a healthy choice or not. The nursery is based on a school site, this provides some good opportunities for children to become used to the school environment. This eases the transition process for children when they move up to school. The Reception Teacher of the host school visits the nursery and the children visit the Reception Class. This provides opportunities for children to become familiar with their new teaching staff and school environment, supporting a seamless transition when they move to different settings.

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

The manager fully understands the importance of meeting the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage and she takes seriously any concerns that may impact on the quality of care the nursery offers. For example, to ensure they safeguard children, all staff have completed training so that they have a good understanding of child protection issues. This means staff have a secure understanding of the potential signs of abuse and neglect and the procedures for reporting and monitoring concerns. This contributes to protecting children from harm.

Further measures to ensure children remain protected at all times include surveillance cameras to monitor all entrances and the play areas. All aspects of the environment, both indoors and outdoors, are subject to thorough and regular risk assessments. This ensures children are cared for in a safe environment.

There is effective planning and monitoring of the educational programme. The manager oversees the tracking of individual children's achievements to ensure that all children make as much progress as they can in relation to their starting points. However, there is scope to further develop the whole group tracking procedure so that it is more sharply focused on identifying if and why any groups of children are doing less well than others. This will further raise the nursery's vision for high quality practice. Very good recruitment and vetting systems ensure children are cared for by suitable adults who are enthusiastic and motivated. The manager has a positive attitude towards monitoring and supervising staff performance to ensure consistency. Through regular appraisals, staff are encouraged to enhance their knowledge and understanding of good practice by attending courses that benefit themselves and the children. They have regular staff meetings where all members of staff are involved in the planning of activities.

The manager has a methodical and reliable paperwork system that underpins the effective running of the nursery. A wide range of detailed documents further demonstrate how the nursery keep children safe, these include, risk assessments, a detailed safeguarding policy and procedure and how they manage children's behaviour. Staff are made aware of these through their induction. The nursery has a very good capacity to develop and maintain improvement because the manager and staff are proactive to change and are reflective in their practice. The manager uses self-evaluation to identify the settings strengths and areas for development and set targets for improvement that will have a positive impact on children. For instance, the manager has identified a need for staff to access a wider range of external courses. As a result, staff are motivated and committed to their professional development, attending regular training and cascading their experiences effectively to their peers.

The provider understands the importance of liaising with external agencies and shared carers to ensure all children's needs are met. The manager and staff have good relationships with parents. They work well together to meet the needs of children and to support their learning and progression. Discussions and information on questionnaires demonstrate they are happy with the progress their children are making at nursery. Comments on questionnaires include statements, such as 'she enjoys nursery so much she wants to go at the weekend' and 'I like the way the staff talk to the children'. Parents consistently commend the nursery on their dedication to delivering and respecting the Islamic approach. The parents noticeboard is very current and informative. The nursery has a parents group, 'Friends of Land of Learning' that are involved with raising money to support the nursery. The nursery is positively proactive and successful in involving the local community.

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

Unique reference number	EY449298
Local authority	Leicester City
Inspection number	923566
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	60
Number of children on roll	46
Name of provider	Evington Muslim Education Trust Committee
Date of previous inspection	not applicable
Telephone number	0116 273 5431

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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