

# Learningland Day Nursery

51 Wimpson Lane, Southampton, Hampshire, SO16 4QF



## Inspection date

18 February 2015

Previous inspection date

31 January 2014

	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
<b>The quality and standards of the early years provision</b>	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Staff changes within the nursery mean that the key-person systems are not working effectively to provide consistency for the younger children's learning and care.
- Staff do not always make the best use of the play space in the baby room to ensure that children have sufficient opportunities to play and explore.
- Staff do not make the most of opportunities to introduce counting, number, size and positional language in activities to increase children's understanding of mathematics.
- At times, some staff miss chances to use spontaneous opportunities to extend children's play and learning experiences.

### It has the following strengths

- The management have taken effective steps to address issues from the last inspection and to continue to improve the nursery provision.
- Staff have increased their knowledge and skills of behaviour management, enabling them to provide a consistent approach in teaching children how to behave.
- Staff have a clear understanding of safeguarding and their responsibilities to provide a safe and secure environment for children.
- Effective partnerships with parents keep parents well informed about their children's care, learning and development.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the key-person system to ensure consistency in the approach to the younger children's learning and development.

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

- review the organisation and use of space for babies to provide them with a calm environment where they can explore a range of play experiences independently
- strengthen the use of mathematics in activities and routines to increase children's understanding of number, shape and size further
- make greater use of spontaneous learning opportunities to enrich children's learning experiences.

### Inspection activities

- The inspector observed children's play and staff interaction, indoors and outside, and discussed how the staff ensure the premises are safe and secure.
- The inspector completed a joint observation with the manager of the nursery.
- The inspector looked at documentation, including a sample of children's records, planning and assessment systems, and staff suitability records.
- The inspector talked with some staff, parents and the manager.
- The inspector looked at the systems used by management to review and evaluate the nursery, and discussed how they involve parents and staff in the process.

### Inspector

Dinah Round

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

Children access a broad range of activities throughout the day that generally reflect their interests. Pre-school children share ideas for activities which staff incorporate effectively, such as in building a pretend campfire outside. At times, some staff miss chances to extend children's learning fully, for example when they discovered some ice outside. All children have an allocated key person. However, due to recent staff changes this is not always working effectively for younger children. Various staff who work in other areas provide cover in the baby room at certain times of the day. As a result, there is inconsistency in the approach to children's learning and development as some staff are not fully aware of the younger children's stage of development. This means not all children receive support to enable them to make good progress in their learning. Children used their senses to play and explore with the media and materials, such as jelly, sand and playdough. Staff interacted to promote conversation and model language. However, they did not incorporate number and positional language to extend children's learning fully. New systems used by staff help them monitor children's progress and enable parents to view their children's records at any time. Staff detail the children's next stage of development so that parents can support their learning at home.

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

Staff interact with children in a warm and caring manner, which helps to support children's emotional well-being. They teach children skills to gain independence in managing their personal care needs to prepare them for the next stage in their learning. For example, they help the two-year-olds to learn to do things for themselves, such as hanging up their coats when they come inside. Staff organise play equipment well overall to enable children to make independent choices about their play. However, they do not always make the best use of the space in the baby room to promote children's learning. At times, there are too many toys and resources within the play areas, which reduce opportunities for children to freely explore and investigate. Staff supervise children appropriately to help keep them safe and to raise their awareness of how to stay healthy.

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

Clear arrangements are in place for recruitment, induction and staff appraisals. Staff are suitably vetted and are aware of their individual roles and responsibilities with regard to safeguarding. The well-qualified staff work together, and senior staff provide training for newer staff to develop their skills and help improve outcomes for children. The manager continually reviews the nursery provision to identify areas for improvement, such as to revamp the outdoor play area. Staff liaise with professionals and parents to help provide children with any specific support needed to promote consistency for children's welfare.

## Setting details

<b>Unique reference number</b>	131599
<b>Local authority</b>	Southampton
<b>Inspection number</b>	962632
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	45
<b>Number of children on roll</b>	83
<b>Name of provider</b>	Millbrook Christian Centre Committee
<b>Date of previous inspection</b>	31 January 2014
<b>Telephone number</b>	023 8039 9895

Learningland Day Nursery registered in 1996. The nursery is owned by Millbrook Christian Centre and operates from a house in Millbrook, Southampton. The accommodation consists of three age-based rooms on two levels and the occasional use of the adjoining church. All children have access to the enclosed outdoor play area. The nursery opens Monday to Friday from 7.30am until 6.30pm, for 51 weeks a year. The nursery receives funding for the provision of free early education for children aged two, three and four years. A team of 16 staff are employed by the nursery, including a cook and a cleaner. There are 12 staff with relevant early years qualifications. The manager holds Early Years Professional Status.

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