

Learning Works For Children Limited

Marian House, 105 Carlton Road, Nottingham, Nottinghamshire, NG3 2FB



Inspection date

9 August 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Partnerships with parents have a positive impact on children's learning and development. There are good two-way systems for sharing information about children's needs and achievements. Staff keep parents well informed about how their children are developing and give them ideas on how to support children's learning at home.
- Staff are knowledgeable and experienced. They closely observe children as they play, accurately assessing their developmental stages and interests. This helps them to plan appropriate next steps in children's learning and promote their good progress.
- Staff meet the needs of children who have special educational needs or disability effectively. Additional support is put in place quickly when required to ensure children make consistent progress from their starting points. They are helped to take small steps in their learning to ensure they are secure in their knowledge and skills development.
- Staff help children lead a healthy lifestyle. Children have many opportunities to be physically active and have access to plenty of fresh air and exercise. Staff encourage children to eat healthily. They support them to learn about good hygiene practices and to keep themselves safe.

It is not yet outstanding because:

- Staff have not been fully successful in involving parents in the evaluation of the provision.
- Staff do not analyse and compare the progress made by different groups of children to confirm that no group is disadvantaged or falling behind.

What the setting needs to do to improve further

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

- devise ways of capturing the views of more parents in evaluating the provision to further drive up standards
- identify any difference in progress made by different groups of children and use this information to make sure all groups make the best possible progress in all aspects of their learning.

Inspection activities

- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery managers. He looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.
- The inspector spoke to children at appropriate times during the inspection.
- The inspector observed the quality of teaching activities indoors and outdoors and assessed the impact this has on learning.

Inspector

Peter Towner

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are knowledgeable about child protection issues. They receive regular updates and training to help them make sure all children are safe from harm. Policies, procedures and risk assessments are implemented effectively to help ensure that children are kept safe at all times. Arrangements for the recruitment and retention of staff are robust. Managers have a good focus on driving up standards and monitor staff's performance effectively. They work closely with the local authority and other professionals to undertake research. This supports staff to improve standards in teaching, learning and assessment. The impact of this can be seen in good teaching by staff. Managers make effective use of information about individual children's stage of development to check on any gaps in learning. Additional support is put in place swiftly to support good progress.

Quality of teaching, learning and assessment is good

Staff are well qualified and have a good understanding that children learn in different ways. They are enthusiastic in how they work with children and provide activities that meet their individual interests and needs. Staff work well as a team. They organise sessions to provide a balance between child-led and adult-led activities and closely observe what children are learning. In the pre-school room children choose to be involved in pretend play, race cars down a shoot, listen to a story or become engrossed in their creative learning. In the 'tweeny' room, focused activities help children solve problems and challenge them to consider how and why things might happen. For example, they explore how ice melts, changes shape and shrinks in size. Staff build on the activities well. They introduce mathematical language, taking the children's lead as they count drips from the melting ice and comment on the changing shapes as these evolve. In the baby room staff demonstrate how to speak clearly to support emerging pronunciation skills as they join in children's play.

Personal development, behaviour and welfare are good

Children play happily and with confidence in environments that stimulate their interests. Staff strive to make sure there are good settling-in procedures. All rooms display pictures of children with wider members of their family. This gives them opportunities to talk about people who are familiar to them, develop a sense of belonging and learn to appreciate others' similarities and differences. The key-person system is effective and staff have a good understanding of children's needs and interests. Behaviour is good. Staff talk to children in a calm and respectful manner. They are consistent in applying the rules of good behaviour and support children to take turns and share toys.

Outcomes for children are good

All children make good progress in their learning. They develop the skills they need for their future learning and where appropriate, school. Children communicate well with others. They listen carefully to stories and recall what is happening. They undertake tasks, such as serving themselves at mealtimes and tidying up play areas to keep themselves safe.

Setting details

Unique reference number	EY487969
Local authority	Nottingham City
Inspection number	1006753
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 11
Total number of places	64
Number of children on roll	62
Name of registered person	Learning Works For Children Ltd
Registered person unique reference number	RP526284
Date of previous inspection	Not applicable
Telephone number	0115 9243003

Learning Works For Children Limited was registered in 2015. The nursery employs 16 members of childcare staff, all of whom hold qualifications at level 2 or above. The nursery is open Monday to Friday, all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early years education for two-, three- and four-year-old children.

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