

Learning Land Nursery

65 Derwent Street, Workington, Cumbria, CA14 2DW



Inspection date	26 August 2016
Previous inspection date	6 December 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- The manager and her deputy are highly qualified and passionate early years practitioners. They have a clear vision for the setting and high expectations of their well-qualified staff. Together the managers and staff strive to provide the best possible care and education for children. This helps to ensure that children progress well.
- Teaching across the setting is good. Staff use their knowledge of individual children to plan activities and experiences which promote their interests and next steps in learning. This helps children of all ages to be excited, keen to learn and engage.
- Staff value partnership working and build strong relationships with parents, schools, settings, other professionals and colleagues. This also helps them to improve outcomes for children who have special educational needs or disability and those who speak English as an additional language.
- Children of all ages are extremely well behaved. They are taught to have consideration for each other and the environment, share, take turns and be kind and courteous. This helps to create a positive learning environment throughout the setting.
- Staff help children learn about how to make positive lifestyle choices. They teach children the importance of regular fresh air, exercise and how healthy food helps them to grow. Nutritious meals are provided and children are encouraged to take regular drinks, remain hydrated and be ready to learn.

It is not yet outstanding because:

- Staff, working with the youngest children, do not always use a range of teaching strategies to promote language development most effectively.
- Children's individual progress is monitored effectively, however there is less emphasis on assessing the progress of groups of children in order to ensure that they make the best progress possible.

What the setting needs to do to improve further

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

- focus teaching more precisely on different ways to help the youngest children expand their growing vocabularies even further
- enhance good monitoring systems even further to ensure that there is a greater focus on assessing the progress of groups of children.

Inspection activities

- The inspector had a tour of the setting.
- The inspector spoke to the managers, children, parents and staff during the inspection.
- The inspector observed children and assessed the quality of teaching and learning.
- The inspector undertook a joint observation with the managers.
- The inspector viewed a range of health and safety documentation, children's records, self-evaluation, qualifications and suitability checks.

Inspector

Julia Matthew

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Throughout the setting staff are vigilant and gently remind children how to stay safe as they move around and use resources, toys and tools. Staff demonstrate a good understanding of child protection and know what to do if they have concerns about a child's welfare or development. Policies and procedures are evident in practice and the setting is kept secure, at all times. Children's individual progress is monitored closely and any gaps in learning are addressed through teaching. Early intervention is sought for specific learning needs. Staff seek every opportunity to broaden children's appreciation of their local environment and the wider world. Children develop an understanding of, and pride in, their community and celebrate and embrace similarities and differences.

Quality of teaching, learning and assessment is good

Staff use regular observations to make accurate assessments of children's progress and attainment. They plan a developmentally appropriate learning environment with vibrant and informative displays which celebrate children's achievements. Overall, children are very well supported to develop communication skills. There are many opportunities for children to share their thoughts and ideas. Pre-school children are encouraged to recall the method for making crispy cakes. Staff follow their instructions, asking questions which encourage children to be very precise with their answers. They engage children in conversation and help them understand when to talk and when to listen. Across the setting, mathematical understanding is very well supported. The youngest children are introduced to numbers through songs which promote ordering and counting. Older children sort and classify as they play alongside staff outdoors. Staff actively encourage learning at home and build on and consolidate children's achievements elsewhere.

Personal development, behaviour and welfare are good

Children are very well supported when they start in the setting. Staff work closely with parents to meet children's care and learning needs and help them feel secure. They take time to get to know children and their families and work flexibly to meet their changing needs. Staff are sensitive to children's moods and are quick to recognise and respond when they need support, encouragement or comfort. Staff help children to understand and cope with different emotions, skilfully engaging them in fun activities which support this. For example, at group time older children are extremely keen to select a spoon character, whose expression matches the way they feel and they talk openly about their feelings. Stories are used effectively to encourage children to think, develop coping strategies and build resilience.

Outcomes for children are good

All children make good progress from their unique starting points. Funding is used wisely to meet children's needs and to narrow gaps in achievement. Children understand and follow rules and routines, help with tasks and persevere when faced with challenges in their learning. They are encouraged to develop skills for writing and a love of books. Children are well prepared for school.

Setting details

Unique reference number	EY276710
Local authority	Cumbria
Inspection number	1064522
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 - 8
Total number of places	89
Number of children on roll	124
Name of registered person	Hilary McCarron
Registered person unique reference number	RP907411
Date of previous inspection	6 December 2013
Telephone number	01900 601 222

Learning Land Nursery was registered in 2004, is privately owned and located in the centre of Workington, Cumbria. There are 24 members of staff. Of these, one holds an appropriate early years qualification at degree level, one at level 4 and 18 at level 3. The manager and her deputy also hold relevant degrees. The setting opens five days a week from 8am until 6pm Monday to Friday, all year round. The setting supports children who have special educational needs or disability and those who speak English as an additional language. It also provides funded early education for two-, three- and four-year-old children.

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