

Learning Corner Nursery

265 Dunstable Road, Luton, LU4 8BS



Inspection date

Previous inspection date

25 January 2017

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- There are no systems in place to ensure that children have a review of their development between the ages of two and three years. Consequently, some children have not received a progress check to assess their development and identify any areas where the child's progress is less than expected.
- Staff do not assess children's starting points in learning quick enough. This means that individual learning needs are not identified to support children's progress early on in their time at nursery.
- Staff do not consistently plan and provide suitably challenging activities that meet children's individual abilities. Some activities planned are too easy and some are too difficult for children's ages and stages of development.
- Sometimes staff do not provide sufficient opportunities to children to express or follow their own ideas during their play.

It has the following strengths

- Staff have regular safeguarding training and all understand the possible signs that a child may be at risk of harm. They know what to do if they are concerned about a child's welfare. They also know how to raise concerns outside the nursery in order to protect children.
- Children enjoy a suitable range of creative activities that allow them to express themselves and use their imaginations. Children pretend to build with play hammers and move their whole bodies to music and sing.

What the setting needs to do to improve further

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

	Due Date
■ ensure every child has a review of their development between the ages of two and three years and that this is shared with parents	08/03/2017
■ ensure initial assessments are completed to meet the individual learning needs of each child soon after they begin attending	08/03/2017
■ use assessment information to enhance the planning and consistently provide suitably challenging activities that meet children's individual learning needs.	08/03/2017

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

- support staff to improve their teaching skills so they know when to give children more time and opportunities to think and express their own ideas during their play.

Inspection activities

- The inspector observed general play and routines in the base rooms of the nursery. She talked with the staff and children at appropriate times throughout the inspection.
- The inspector looked at evidence of the suitability of staff members, and a range of other documentation, including first-aid and safeguarding training certificates.
- The inspector held joint discussions with the manager, owner and childcare advisor about the operation of the nursery.
- The inspector conducted a joint observation with the manager.
- The inspector spoke to some parents about the provision and took account of their views.

Inspector
Elke Rockey

Inspection findings

Effectiveness of the leadership and management requires improvement

Despite staff attending specific training, they have failed to implement a system that ensures every child receives a progress check between the age of two and three years. Arrangements for safeguarding are effective. Recruitment procedures are robust. Managers have established effective induction methods. Supervision meetings enable staff to reflect on their own practice. Staff are supported sufficiently in their ongoing professional development and complete training to improve their knowledge and skills. Staff carry out visual checks on the environment and resources to ensure these are safe and secure for children at all times.

Quality of teaching, learning and assessment requires improvement

When children join the setting staff do not carry out an initial assessment of what they know and can do. Therefore, staff do not have detailed knowledge of the new children's stage of development in order to move their learning on quickly. In addition, staff are not using information from their on-going assessments effectively. Consequently, they are not identifying gaps in children's learning quick enough, so they can provide swift and appropriate support when required. Planning of activities takes account of each child's individual interests. However, their individual learning needs are not so well considered as some activities do not match children's abilities well enough. For example, while learning to use scissors younger children do not have enough time to practise this new skill before moving onto the next part of the activity. Children engage well with staff during energetic group times such as music and movement sessions. At other times, staff do not always give children the opportunity or enough time to think of ideas for themselves.

Personal development, behaviour and welfare require improvement

Partnerships with parents are building and improving as the staff use a range of ways to engage with them. Staff are friendly and enthusiastic. As a result children settle well. Children behave well. Staff support them to understand any inappropriate behaviour by encouraging children to consider whether or not they made a 'good choice.' Children's health is promoted and children are beginning to learn about a healthy diet and lifestyle. Staff encourage children to be active indoors as well as outdoors. For example, they balance on steps and run excitedly as they play a counting game. Staff develop children's awareness of safety as they explain to toddlers why they need to hold the railing while going up the stairs.

Outcomes for children require improvement

Children do not make good progress in all areas of learning. Children are taught some new skills that will help them when they move on to school. For example, children are beginning to recognise their names. Children gain suitable communication and language skills. Staff support children who speak English as an additional language well. Children are learning about the world around them. They excitedly talk about the pictures of food displayed on the wall and new food they taste. Photographs display children taking part in planting flowers in their garden as they learn to care for living things.

Setting details

Unique reference number	EY497081
Local authority	Luton
Inspection number	1042983
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	1 - 4
Total number of places	45
Number of children on roll	46
Name of provider	Learning Corner Nursery Ltd
Date of previous inspection	Not applicable
Telephone number	07803795281

Learning Corner Nursery was registered in 2016. The nursery will employ eight members of childcare staff, all of whom will hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 6pm.

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