

Learning Corner Nursery

265 Dunstable Road, Luton, LU4 8BS



Inspection date

9 November 2017

Previous inspection date

25 January 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- Since the last inspection, the provider, new manager and staff have made many improvements to the provision. Improved monitoring of children's progress and clearer records help the provider to ensure that staff complete children's statutory assessments between two and three years of age.
- Teaching is good. Children excitedly welcome staff to join their game when they build a den. Staff provide additional equipment, such as blankets and binoculars, to help extend children's learning further. Children describe the animals they are hiding from and squeal with delight when those imitating the creatures approach.
- Staff encourage children to begin to take developmentally appropriate risks. For example, older children use ceramic crockery when they play in the home corner. They learn to carefully use and store the plates, bowls and cups.
- There is an effective key-person system. Children form close bonds with the friendly staff, seeking comfort from them when feeling tired or upset. Staff sit with their named children, sharing stories and learning experiences with them.

It is not yet outstanding because:

- Sometimes, children's learning is interrupted when children are moved onto a new activity or when staff move to carry out housekeeping tasks.
- On occasions, staff miss opportunities to encourage children to solve problems, predict outcomes and find different ways of completing tasks for themselves.

What the setting needs to do to improve further

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

- make arrangements so that children can find a natural conclusion to their play and learning, and staff are able to continue to support and teach children without unnecessary interruption
- use opportunities to encourage children to solve problems, predict outcomes and find different ways of completing tasks by themselves and with others.

Inspection activities

- The inspector observed activities indoors and in the garden. She spoke to staff and children at appropriate times throughout the inspection.
- The inspector held meetings with the owner and the manager.
- The inspector carried out a joint observation with the manager.
- The inspector checked evidence of the suitability of the staff and looked at other documentation, including action plans and children's records.
- The inspector took into consideration the views of parents spoken to on the day and those recorded in feedback forms, letters and questionnaires.

Inspector

Katrina Rodden

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The provider follows robust recruitment procedures to help her ensure staff are suitable. Staff know how to report any concerns they may have about children's welfare. Managers use a variety of ways to supervise and monitor staff performance. This helps to identify areas for professional development. Staff embrace training opportunities and put new ideas into practice. For example, staff have introduced natural resources, such as leaves and twigs into children's play to help spark imagination and extend learning. Managers value feedback from parents, staff, the local authority and other settings to help evaluate the quality of care and education, helping them to set action plans to continually improve the provision.

Quality of teaching, learning and assessment is good

Children enjoy and talk about the changes they see. Staff help to embellish children's emerging language when they describe what the children are doing. Staff show older children familiar buildings in their local community. Children talk about the shapes they can see within the structure of the building and have a go at drawing them. This helps children begin to use mathematical language in their descriptions. Children who speak English as an additional language are effectively supported. Staff use simple sign language with all the children and use visual prompts to help children understand what is going to happen next. Staff use key words of the languages children speak at home to help children communicate right from the start.

Personal development, behaviour and welfare are good

Children enjoy their time at nursery. They confidently move around, selecting equipment and toys stored at a low level. Children help staff to prepare snacks. They spread butter on their bread and pour their own water. The caring staff are good role models. They gently remind children to share, take turns and to be kind to others. This helps children to behave very well. Before children start in the nursery, staff visit parents in their home to gather information about children's home life, interests and prior learning. Staff work in partnership with parents to help children during important stages in their development, such as toilet training. This helps continuity of care at home and in the nursery.

Outcomes for children are good

Children are motivated to learn. They are curious and eager to master new skills. They ask staff questions and listen to the answers given to them. Children learn to recognise and say the sounds that letters represent. They begin to use simple mathematics, such as adding one more, to help prepare them for the next stage in their learning. When the time comes, children are ready to start school and staff support parents to find school places that are most suitable for their children to move on to.

Setting details

Unique reference number	EY497081
Local authority	Luton
Inspection number	1084212
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	2 - 4
Total number of places	45
Number of children on roll	24
Name of registered person	Learning Corner Nursery Ltd
Registered person unique reference number	RP900859
Date of previous inspection	25 January 2017
Telephone number	07803795281

Learning Corner Nursery registered in 2016. The nursery employs 10 members of childcare staff, of whom seven hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, term time only. Sessions are from 8.30am until 6pm. The nursery provides funded early years education for two-, three- and four-year-old children.

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