

Land of Learning

5-11 Evington Drive, LEICESTER LE5 5PF



Inspection date	16 October 2018
Previous inspection date	15 October 2015

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

The provision is good

- Leaders have high expectations of staff and are ambitious and dedicated to their roles. They have a clear vision and are passionate about ensuring that children achieve the best outcomes.
- The quality of teaching is consistently good. Children make good progress in their learning from their starting points. Staff use observations of children's development to identify their next steps in learning and they have effective planning systems in place to help ensure children's individual needs are promoted well.
- Staff visit children in their own home before they start to attend the nursery, to gather information about what children already know and can do. Regular and precise assessments of children's learning enable staff to plan activities to provide motivation and appropriate challenge.
- Children are learning about the expectations for good behaviour. The staff team works well together, with a consistent approach which helps children to understand the boundaries for behaviour.
- Parents enjoy being involved in their child's learning. The nursery has introduced a secure, electronic assessment system. This enables staff and parents to share detailed information about children's progress and achievements. Parents appreciate the regular, ongoing information, as well as the ideas they receive to help them to continue their child's learning at home.
- Children settle quickly because the staff place a strong emphasis on promoting children's personal, social and emotional development.

It is not yet outstanding because:

- Children are not fully encouraged to use clear speech when communicating with staff.
- Opportunities to gather the views of parents are not fully developed when evaluating the strengths and areas of improvement in the nursery.

What the setting needs to do to improve further

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

- provide more regular opportunities for children to practise their developing language skills
- extend ways to encourage parents to share their ideas and contribute to the ongoing improvement of practice.

Inspection activities

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

Inspector
Peter Towner

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff complete regular training to keep their knowledge updated with current legislation. They have a clear understanding of how to identify and report concerns relating to children's welfare. Children are well supervised and staff are vigilant about their safety and clear risk assessments are in place to help minimise any hazards. Staff benefit from professional development training and support from teaching staff in the school. Managers support staff effectively with training and mentoring opportunities to discuss personal issues and update their professional expertise to benefit children's learning. The management team reviews the progress that individuals and groups of children make. They use this information successfully to help diminish any gaps in learning. There is an ongoing commitment to raising teaching standards. This helps to ensure children achieve good progress in their learning and development.

Quality of teaching, learning and assessment is good

Staff carefully plan a wide range of activities and experiences that supports children's development in all aspects of their learning. Children take part in exciting learning activities that capture their imaginations. For example, regular visits to a country park provide children with very good first-hand experiences of learning about the natural world. All children have good opportunities to develop an interest in early reading. Staff tell stories enthusiastically and successfully engage children in looking at books. This helps them gain confidence in their language skills. Staff encourage children to develop their knowledge of mathematical concepts and integrate this into activities. For example, they ask children to follow a pictorial recipe card and identify the weight of different ingredients when making scones.

Personal development, behaviour and welfare are good

Staff provide a warm, caring environment where children thrive. Children are motivated learners who listen well to staff and each other. They develop good skills in taking care of their own needs, such as washing their hands, eating their snacks and pouring their own drinks. This contributes towards them developing high levels of confidence in their own abilities. Children learn about the backgrounds and cultures of others and enjoy learning about a range of different festivals. They attend a wide range of activities in the community and learn about people and services who help them. Children have good opportunities to take part in daily outdoor play, promoting their sense of exploration and the development of their physical skills. Healthy eating is well promoted through information to parents about suitable food for snacks. This helps support children to develop a healthy lifestyle.

Outcomes for children are good

All children make good progress from their starting points and are well prepared for their eventual move on to school. They are keen to join in with activities and enjoy becoming absorbed in what they are doing. Children enjoy looking at books and learn that print carries meaning. They write and link the letters of the alphabet to the sounds they represent. Children develop their mathematical skills particularly well. They practise their counting skills and engage enthusiastically in problem-solving activities.

Setting details

Unique reference number	EY449298
Local authority	Leicester
Inspection number	10071649
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	3 - 4
Total number of places	60
Number of children on roll	45
Name of registered person	Evington Muslim Education Trust Committee
Registered person unique reference number	RP521931
Date of previous inspection	15 October 2015
Telephone number	0116 273 5431

Land of Learning registered in 2012. The nursery employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, term time only. Sessions are from 8.30am until 11.30am and from 12.15pm until 3.15pm. The nursery provides funded early education for three- and four-year-old children.

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