

# Inspection of The Learning Journey Day Nursery Waterfront

Pedmore House, The Waterfront, Brierley Hill, West Midlands DY5 1XA

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Inspection date: 6 December 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children feel safe and secure. They demonstrate very good attitudes for learning within a highly relaxed environment. Young babies show interest and attention as they sit and watch a space projector. They concentrate with amazement on the moving stars and lights. Children create games with their peers and engage in imaginative play together. They sound their horns and say 'beep beep' when their toy cars come nose-to-nose. Together they solve problems in their play. For example, they discuss that the car is too big and will not fit over the small bridge. They are confident to predict what will happen and test out their ideas.

Children and babies work hard to practise their developing skills. Babies concentrate as they fit a small puppet onto their finger. Older children use crates and hoops to practise balancing. Children learn resilience and have high levels of confidence in themselves. Younger children independently interact with technology resources and can competently navigate a screen with their finger. Children have a good awareness of expectations within the environment. They get their own paper when they want to do a painting. Children demonstrate very good behaviour. They welcome peers to join their play and give them space to learn.

Children learn about healthy lifestyles through rest, exercise, and healthy practices. Children have had an active role in creating the nursery's menu and are confident to share their likes and dislikes for food.

## **What does the early years setting do well and what does it need to do better?**

- Pre-school children are very independent and competent learners. They actively use their 'snuffle station' to blow their nose and know to dispose of the tissue and wash their hands for 10 seconds. They self-serve their meals and clean up after themselves. When younger children need support, they know to ask for help. For example, children and staff work together when a child cannot take off their shoe. Staff assist children with calm language, directed at what the child needs to do and provide support based on the level of assistance they need. Pre-school staff are mindful of what children can do and they build on these skills. However, at times, young children and babies do not consistently receive the same level of interaction as their peers.
- Staff know children's starting points. The curriculum is well sequenced to build on individual children's skills. Children engage in a five day plan to promote areas of importance on top of their usual curriculum. Days have a specific intent, which ensures children's next steps for learning are promoted. For example, 'Messy Monday' encourages boys to enjoy creative learning indoors, engaging them in areas of learning they do not always participate in. 'Fitness Friday' puts emphasis on physical development. Children take part in yoga to develop their

core strength. They engage in 'funky finger' activities to enhance fine motor skills, essential for handwriting.

- Partnership with parents is exceptional. Children have many opportunities to take part in home learning. Staff send home videos of songs, stories, and examples of yoga. During the COVID-19 pandemic, leaders went above and beyond expectations for the role to ensure family well-being was supported. They sent home food baskets, healthy eating boxes and shared ideas for recipes. Parents say, 'The nursery has been really accommodating and they are overwhelmed with how much the nursery want to support their child.'
- All children make good progress in their learning, including those children who have special educational needs and/or disabilities. Staff constantly evaluate the routine to accommodate all children's needs. For example, leaders have recently mixed two ages of children to promote children's self-esteem. They identify that children who were at risk of falling behind because of the COVID-19 pandemic are now making progress in personal, social, and emotional development. Children with mixed abilities learn from each other. Children have respectful friendships with their peers and demonstrate this through play.
- Leaders effectively monitor staff practice. They support staff to identify those children with potential language difficulties, through training, screening, and intervention. Staff plan daily experiences for children to develop communication and language. Children use puppets when singing songs, and textured stories encourage babies to babble. Babies sing 'Old MacDonald had a farm' and say 'more' after each verse. Babies' language is supported through repetition. Older children hear words, such as 'freezing' and 'melting' while developing their understanding of the concept. At times, staff do not engage children in meaningful conversation. They ask children too many questions during activities, which children do not have time to process or respond to.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and managers have secure policies and procedures in place to ensure all staff have exceptional safeguarding knowledge. Staff know the signs and symptoms that might indicate a child is at risk of abuse and neglect. Leaders operate a 'policy of the month' to ensure staff know a wide range of safeguarding issues, such as female genital mutilation and the 'Prevent' duty. Arrangements for monitoring absences, and patterns in accidents are effective to ensure children are kept safe. Leaders have robust procedures in place to ensure staff working with children are suitable. Staff know who to report to if they have any concerns about a child's welfare and are confident to report any concerns about a member of staff.

## **What does the setting need to do to improve?**

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

- support staff to consistently provide younger children with positive interactions and experiences, so that their needs are fully met during activities
- help staff to support children's continued communication through meaningful conversations, and provide children with time to respond to questions.

## Setting details

<b>Unique reference number</b>	2502587
<b>Local authority</b>	Dudley
<b>Inspection number</b>	10194453
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	85
<b>Number of children on roll</b>	101
<b>Name of registered person</b>	The Learning Journey Day Nursery Limited
<b>Registered person unique reference number</b>	RP533239
<b>Telephone number</b>	07872 835644
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The Learning Journey Day Nursery Waterfront registered in 2018. It is situated in Brierley Hill, West Midlands. The nursery is open all year round. Sessions are from 7am until 6pm Tuesday and Thursday and 8am until 6pm Monday, Wednesday and Friday. There are 11 members of staff who work with the children, 10 of whom hold appropriate early years qualifications from level 3 to level 6. The nursery receives funding for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Mikaela Stallard

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation.
- A joint observation was carried out by the inspector and the acting manager
- The management team and the inspector completed a learning walk.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact on children's learning.
- The inspector held discussions with the management team, staff, children and parents at appropriate times during the inspection.
- Relevant documentation was reviewed by the inspector, including evidence of staff suitability.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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