

Inspection of Learning Works For Children Limited

Marian House, 105 Carlton Road, Nottingham, Nottinghamshire NG3 2FB

Inspection date: 13 May 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are relaxed and happy in the nursery. Parents comment that their children settle quickly and are excited to see staff when they arrive in the morning. Babies who are mobile are encouraged to explore their environment. They are confident to approach adults for comfort and reassurance when needed. Staff encourage babies to develop their physical skills as they pour and empty coloured rice into different containers. Toddlers use their imagination and creativity as they pretend to make cakes with play dough. Staff support and encourage them to roll, mould and shape the play dough with their hands.

Throughout the nursery, children are encouraged to celebrate their own heritage and that of each other. Pre-school children talk freely with staff about their families and the experiences they have at home. Different family backgrounds are valued and respected. Parents bring in items from home, such as clothes for special occasions, and the children are excited to talk about them with their friends. Pre-school children focus on activities in small groups and engage well. They remain attentive and interested. For example, they talk about weddings they have attended as they design and make cardboard cut-out wedding outfits. Children learn about the world around them by going on a wide range of trips with staff. For example, they visit the local community farm and go on a train ride to the seaside.

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

- There is a strong focus on enabling children to develop good communication and language skills. Staff speak clearly to children so that they are able to learn and pronounce new words. Children enjoy having stories read to them, and older babies join in with singing familiar songs. Staff take children to a language group in the local community where they enjoy stories such as 'Stickman' to help them build on their communication skills.
- Staff encourage children to count and use mathematical language. They model language, such as 'full', 'empty', 'heavy' and 'light', as toddlers fill and empty containers in the water tray. Pre-school children excitedly count out strips of stickers. They confidently count up to 20.
- Staff recognise the impact that the COVID-19 pandemic has had for many children over the past two years, and have adapted their approach to enable children to catch up where needed. For example, they have provided more support for children in the toddler room to interact with one another to promote their social and emotional development.
- Children with special educational needs and/or disabilities are identified early. Staff provide carefully considered interactions and activities to support their individual development. For example, they provide toys that can be used as a walker, and ensure that there is clear space for children who need extra room to

move around.

- Children are generally well focused on the activities they are doing and behaviour is good. When children need support around their behaviour, staff quickly intervene. For example, when a baby climbs on tables or chairs, staff are quick to move them to safety. However, staff do not support children to learn what is expected of their behaviour and why the behaviour is unacceptable or unsafe.
- Pre-school children are encouraged to take age-appropriate responsibility for themselves. For example, staff encourage them to wash their hands and remove their own aprons once they finish a craft activity. This helps them to develop their independence skills.
- Parents comment that their children use new words and sing songs that they have learned at nursery. When they collect their child, the staff tell them about their child's day, including what their child has played with, what they have eaten and how long they have slept. However, parents are not aware of what their children have been learning at nursery and how they could extend this learning at home.
- Managers are clear about the learning the children should be gaining throughout the nursery. They provide staff with regular supervision and support them to plan activities that promote children's learning and development in exciting ways.

Safeguarding

The arrangements for safeguarding are effective.

Staff are aware of the signs of abuse and neglect and know how to raise any concerns they may have. Managers know how to make referrals to relevant agencies. There are clear recruitment processes in place to check that those who work with children are safe to do so. The deployment of staff around the nursery supports staff to be able to supervise children at all times and keep them safe. The nursery environment is secure. There is an intercom system that is used by staff to ensure that the front door is only opened when it is safe to do so.

What does the setting need to do to improve?

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

- ensure staff explain to children the reason why their behaviour is acceptable or not safe, to help children to learn what behaviour is wanted
- provide parents with information and ideas to enable them to extend their children's learning and development at home.

Setting details

Unique reference number	EY487969
Local authority	Nottingham
Inspection number	10232353
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	64
Number of children on roll	77
Name of registered person	Learning Works For Children Ltd
Registered person unique reference number	RP526284
Telephone number	0115 9243003
Date of previous inspection	9 August 2016

Information about this early years setting

Learning Works For Children Limited, located in Carlton, Nottingham, registered in 2015. The nursery employs 16 members of childcare staff, all of whom hold qualifications at level 2 or above. The nursery is open Monday to Friday, all year round. Sessions are from 7.30am to 5.45pm. The nursery provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Ann Carter

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 setting and has taken that into account in their evaluation of the setting.
- The inspector observed the quality of education during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with one of the nursery managers.
- The managers and inspector completed a learning walk together.
- The inspector held meetings with the nursery managers and with three members of staff. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with staff and children during the inspection.
- The inspector spoke to a number of parents during the inspection and took account of their views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022