

# Inspection of Learning Land Nursery

65 Derwent Street, Workington, Cumbria CA14 2DW

---

Inspection date: 29 June 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**

Staff are aware that some children have had different experiences due to the COVID-19 pandemic. For example, babies have never been cared for outside of the family home and have limited interactions with others. As a result, staff implement individualised settle-in sessions and work hard to ensure parents have all the information they need at the start of the placement. Children are happy, settled and form secure attachments with their dedicated key-person.

Staff know children well. They plan fun and meaningful experiences that they know children will enjoy and that support the next steps in their learning. For example, children of all ages love books. Babies show interest in their favourite stories, such as 'Dear Zoo'. Older children read books with staff about visiting the beach. Staff reinforce children's understanding as they provide sand and water for the children to create a beach scene. This also provides an opportunity for children to recall their own recent holiday experiences.

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

- Staff model language well as they play and interact with children. For example, staff respond to the babble sounds that babies make and sing their favourite songs. As older children explore the texture of vegetables, staff introduce new words, such as 'bumpy', 'smooth' and 'big'. This supports children's vocabulary and speaking skills.
- Children behave well, given their ages and stages of development. They listen to staff and respond appropriately. They are friendly towards others during play. Older children know to take turns when speaking in larger groups.
- Funding is used effectively to support children's learning. For example, those children who need extra support with their learning benefit from individualised 1-1 sessions with a member of staff. As a result, the gaps in children's learning close over time. Other children benefit from planned targeted learning experiences, such as yoga. These have a positive impact on children's physical and mental health. Children make progress from their initial starting points and are ready for the next steps in their learning.
- Staff work in partnership with parents. They provide a wealth of information for parents within the nursery and online. Staff make time to share information about the range of activities that children engage in at nursery. They meet regularly with parents and other professionals to support children with SEND.
- Leaders recognise that babies and younger children had less opportunities to socialise with others outside of their family unit during the pandemic. They liaise with parents to ensure that settling-in sessions are tailored to children's needs. Children enjoy bringing in special comfort items from home. This is contributing towards children's emotional security.

- The arrangements for monitoring staff's ongoing performance are not robustly implemented. Leaders do not always sufficiently support staff to deliver all activities to the highest levels. As a result, at times, some children lose focus too quickly.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders recruit staff safely. They ensure that staff complete a broad range of safeguarding training and test out their knowledge through the use of a purposeful quiz. Staff have access to a wealth of safeguarding information within the nursery. They have a firm knowledge of the procedures they need to follow in the event of a child protection concern. Staff consider the risks associated with animals, such as when visiting the local farm park. They encourage children to carry out effective hand hygiene routines, to prevent the spread of infection.

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

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

- put in place arrangements for the regular supervision of staff, to ensure that staff's ongoing performance is monitored closely and the appropriate support and coaching is implemented to help staff raise the quality of their practice to the highest levels.
- carry out activities and experiences in a way that supports all children to fully engage and remain focused.

## Setting details

<b>Unique reference number</b>	EY276710
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	10219706
<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 5
<b>Total number of places</b>	89
<b>Number of children on roll</b>	102
<b>Name of registered person</b>	McCarron, Hilary
<b>Registered person unique reference number</b>	RP907411
<b>Telephone number</b>	01900 601 222
<b>Date of previous inspection</b>	26 August 2016

## Information about this early years setting

Learning Land Nursery registered in 2004 and is located in the centre of Workington, Cumbria. The nursery employs 14 members of childcare staff. Of these, 13 hold appropriate early years qualifications at levels 3, 4, 5 and 6. The nursery is open Monday to Friday, from 8am to 6pm, all year round, with the exception of bank holidays and two weeks over the Christmas period. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Charlotte Bowe

## Inspection activities

- This was the first routine inspection that the provider 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 her evaluation of the nursery.
- The provider and deputy manager led the inspector on a learning walk to show how the nursery is organised and to share information about their intent for the early years curriculum.
- The inspector and the deputy manager conducted a joint evaluation of a planned activity.
- The inspector held discussions with the staff and children at appropriate times during the inspection. She held a separate meeting with the provider and deputy manager to discuss aspects of leadership and management.
- The inspector viewed a sample of documents. These included evidence of the suitability of staff, a record of staff qualifications and training, and some of the policies and procedures.
- The inspector took account of the views from a number of parents.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022