

# Inspection of The Learning Journey Day Nursery Kingswinford Ltd

2 Moss Grove, Kingswinford DY6 9HU

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Inspection date:

15 November 2022

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| <b>Overall effectiveness</b>                 | <b>Good</b>    |
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| 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 start their day with a warm greeting from a team of caring, enthusiastic and passionate staff, who are genuinely pleased to see them. Children are keen to give staff cuddles, demonstrating the strong relationships they have formed with them. This helps children to settle very quickly and feel secure in their vibrant learning environment.

Children are eager to get involved in the exciting array of activities and experiences that staff carefully plan for them. Babies delight in practising their climbing skills as they build their confidence in using steps. Staff support their early mathematical skills by counting to three before they come back down a slide. Two-year-old children explore different textures as they make their own dough to play with. They enjoy playing with their dough and add different materials to express and test their own ideas. Older children show an understanding of how they can differentiate the tone and volume of their voice as they play games focused on waking up a sleeping bear.

Staff have high expectations for all children, including those with special educational needs and/or disabilities (SEND). Children are supported to complete tasks for themselves from an early age, such as by using cutlery at mealtimes and learning how to wash their own hands. Older children skilfully use different tools to pick up their own snack and show an understanding of how to use scissors safely.

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

- The dedicated management team put the children's interests at the heart of everything they do. Their deep knowledge of child development has been used to devise and implement a well-sequenced curriculum that supports children's learning. Staff share their vision and meticulously plan varied experiences to give children the knowledge and skills they need for the next stage in their learning.
- Staff get to know children extremely well. They have a sound knowledge of children's interests and stages of development. Staff use their knowledge to plan activities that interest children and challenge their learning. As a result, children are supported to make good progress in their learning and development.
- Managers and staff are passionate about offering an inclusive provision and provide exceptional levels of support for children with SEND. Individual support plans are devised for children, and leaders work closely with other agencies to access additional help that they may need.
- Children's behaviour is impeccable. Staff use continuous praise and reinforcement to recognise positive behaviour, which helps younger children to understand what is expected of them. Older children are encouraged to think about and make their own choices in different situations, quickly learning what is

right and wrong.

- Staff have a high regard for children's communication and language development. Singing is weaved into everything children do, and they frequently sing their favourite rhymes to adults and their friends. Staff add props during singing time and invite children to join in with moving their bodies in different ways to encourage them to be physically active.
- Staff plan a varied range of group activities for children throughout the day. For example, babies have opportunities to explore different textures through cereal play, and older children focus on their listening skills during circle times. Most children thoroughly enjoy these experiences and show high levels of concentration. However, staff do not always recognise when some children become distracted. Therefore, they do not adapt activities swiftly enough to keep them engaged in their play and learning.
- The management team give top priority to supporting staff and their well-being. Staff receive regular opportunities to discuss their performance with managers and access a broad range of training opportunities that target their learning needs. Staff consistently report that they feel well supported by managers. They benefit from a dedicated well-being room where they can take regular breaks, help themselves to refreshments and join in with yoga exercises.
- Children throughout the nursery celebrate many different festivals and events during the year, which build on their understanding of different cultures in the community around them. However, opportunities for children to learn about the wider world are not yet embedded throughout staff's teaching and practices to help children to fully understand and appreciate the world around them.

## Safeguarding

The arrangements for safeguarding are effective.

All staff receive regular child protection training. Consequently, they have a sound understanding of different safeguarding issues that children may be at risk of. This includes signs that might indicate a child is being exposed to radical or extreme views or that a girl is at risk of abuse specific to females. Staff know the procedures to follow to report any concerns they may have about a child to the correct agencies. They understand their duty to report any concerns that may arise about the conduct of another member of staff. Managers follow robust procedures to assess the suitability of staff working with children. Risk assessment is used effectively to provide children with a clean and safe learning environment.

## 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 recognise when and how to adapt group activities so that children maintain consistently high levels of concentration and a positive attitude

towards their learning

- enhance the opportunities available for children to develop a greater understanding of the world around them.

## Setting details

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|--|---|
| <b>Unique reference number</b>                     | 2594814   |
| <b>Local authority</b>                             | Dudley  |
| <b>Inspection number</b>                           | 10249209  |
| <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>                      | 124   |
| <b>Number of children on roll</b>                  | 114   |
| <b>Name of registered person</b>                   | The Learning Journey Day Nursery Limited  |
| <b>Registered person unique reference number</b>   | RP533239  |
| <b>Telephone number</b>                            | 01384262155   |
| <b>Date of previous inspection</b>                 | Not applicable  |

## Information about this early years setting

The Learning Journey Day Nursery registered in 2020. The nursery is located in Kingswinford, Dudley. It opens Monday to Friday, all year round. Sessions are from 8am until 6pm. There are 16 members of staff employed. Of these, one holds an appropriate qualification at level 5 and 12 hold appropriate qualifications at level 3. The nursery is in receipt of early education funding for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lisa Bennett

## Inspection activities

- This was the first routine inspection 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 their evaluation of the provider.
- The manager and inspector completed a learning walk to gather information about how the provision and curriculum are organised.
- The manager and inspector carried out a joint observation to evaluate the impact of teaching on children's learning.
- Parents spoke to the inspector and gave their views of the setting.
- The inspector observed the quality of teaching to assess the impact of this on children's learning.
- The inspector held a meeting with a director and the manager and looked at relevant documentation and 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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