

Inspection of I Learn Education Caistor

31 Nettleton Road, Caistor, Market Rasen LN7 6NJ

Inspection date: 6 February 2023

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

What is it like to attend this early years setting?

The provision is good

Children are keen to engage in interactions with staff. For example, in the baby room, children happily wave at staff. When children in the toddler room arrive, they are picked up by staff and hold onto them tightly for comfort. Children work well as a team in the pre-school room when they use foam bricks to build and construct. Children learn how they can keep themselves safe. For example, staff show them how to kneel safely when they hold sticks to toast marshmallows on a fire.

The staff know the children well and how to support them to progress in their development. Children have opportunities to develop a love of books. In the baby room, children sit with staff and feel the different textures in touch and feel books. Children in the toddler room are provided with resources that allow them to follow and understand the sequence of a story. Children develop their literacy skills in the pre-school room when they are given opportunities to learn the sounds and actions for letters of the alphabet. Children who speak English as an additional language are supported well to learn and understand English and to have a sense of belonging in the nursery. For example, staff use keywords in children's home language to communicate with them. They talk to children about their cultures and traditions at home.

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

- The manager and staff place a strong focus on supporting children's personal, social and emotional development along with their communication and language skills. They recognise that after the COVID-19 pandemic, some children need support to close gaps in these aspects of their learning. For example, staff talk to children when they play alongside them. They encourage children to develop the strength in their tongues to help support their speaking skills. Staff support children emotionally, for example, when they first start and as they move rooms in the nursery.
- Staff offer children new experiences that they would not receive at home. For example, they take pre-school children for forest sessions. Staff ask them to remember what they need to build a fire and the children are keen to look for sticks. They solve problems when the sticks are too big for the fire and use their hands to break them in half.
- Children are physically active in the nursery. For example, staff hold onto the hands of children in the baby room to encourage them to develop their balance and coordination to walk. Children in the toddler room copy staff as they do actions to songs and learn to move their bodies in different ways. Children in the pre-school room take and manage risks in their play. For example, they work with their friends to find a crate, turn it upside down and stand on it to see other children playing over a small fence.

- Overall, babies are keen to play with what they know and are willing to have a go at new experiences. For example, they explore sounds when they shake musical instruments. However, there are times during the day when staff do not promote this as effectively. For example, occasionally, as children in the baby room play outside, they are not fully provided with opportunities to explore and investigate to support their learning.
- The manager supports her staff through, for example, supervision, appraisals and staff meetings. This provides opportunities for staff to reflect and identify areas of their practice to develop and to help them support children's learning needs. Staff say that they feel supported in their well-being.
- Staff support children with special educational needs and/or disabilities well. They work with parents, other professionals and the local authority to identify how best to support children's individual needs, such as to help develop their speaking skills.
- The nursery cook and staff offer children nutritious home-cooked meals. This contributes to children's good health. However, staff do not consistently recognise opportunities that arise to support children's independence and self-care skills. For example, staff are not consistent in encouraging children to wipe their noses and wash their hands before they eat.
- Staff give children plenty of praise and encouragement for their achievements. Children listen well and follow staff's instructions, such as during group times. The manager uses additional funding effectively. For instance, resources are purchased to support children's interests and to encourage them to take turns.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures staff's knowledge of safeguarding is current. For example, she gives them scenarios of the signs of abuse and asks staff to explain how they will promote children's safety. Staff know the procedure to follow to report any concerns about a child, such as if they are being exposed to harm, abuse or radicalisation. The manager carries out a thorough recruitment procedure when she employs new staff. She checks the staff's ongoing suitability to work with children. Staff use safety equipment, for example, at snack time. They securely fasten children in the baby room into age-appropriate chairs when they eat. This helps to promote their safety.

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 provide further opportunities for children to develop their self-care skills
- help staff to strengthen opportunities for children in the baby room to explore

and investigate to build on their learning.

Setting details

Unique reference number	2609953
Local authority	Lincolnshire
Inspection number	10262895
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	1 to 10
Total number of places	52
Number of children on roll	65
Name of registered person	I Learn Education Ltd
Registered person unique reference number	RP902224
Telephone number	07843106749
Date of previous inspection	Not applicable

Information about this early years setting

I Learn Education Caistor registered in 2020 and is situated in Caistor, Lincolnshire. The nursery employs 15 members of childcare staff. Of these, nine members of staff hold appropriate early years qualifications between levels 2 and 6, one member of staff has early years professional status and one member holds early years teacher status. Two staff who hold forest school level 3 training. The nursery opens Monday to Friday, all year round. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Ruane

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 the inspector completed a learning walk together of all areas of the nursery and discussed how she implements the curriculum.
- The inspector observed the quality of education during activities, both indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector spoke with staff and the provider at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager. She reviewed relevant documentation and evidence of the suitability of staff working in the nursery.
- Parents shared their views of the nursery with the inspector.

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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