

# Inspection of The Learning Nursery

The Learning Nursery, Grange House, 75 Beoley Road West, Redditch,  
Worcestershire B98 8LY

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Inspection date: 11 May 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous  
inspection Inadequate

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

### **The provision is good**

Staff warmly welcome children into nursery. Children settle quickly and demonstrate secure relationships with staff. Staff successfully promote children's listening and speaking skills during activities. For example, when children explore a painting activity with insect stampers, staff introduce new words to them, such as 'dragonfly'. Staff provide an abundance of praise when children successfully repeat the word. Children show high levels of motivation as they explore the stimulating and well-planned learning environments. For instance, children concentrate for some time as they construct towers with their friends. They giggle in anticipation as they add one more block and watch as the tower becomes taller.

Children enjoy their time in the garden. They share their excitement as they investigate and hunt for bugs. Children eagerly share what they have found hidden under stones in the mud. Staff provide them with magnifying boxes to help them have a closer look at the shells they have found. Children keenly talk about the shells and compare the different sizes. Younger children develop their fine motor skills as they use tools to scoop the mud and then tip it into containers to make mud pies. Children learn about different cultural events their friends may celebrate, such as Eid and Easter. This helps children to develop an understanding about the world around them.

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

- Since the last inspection, the nursery has made significant improvements. The manager and staff have worked closely with the local authority to raise quality across the nursery. The curriculum is designed across the seven areas of learning, with a strong focus on the prime areas, particularly communication and language. For example, staff use visual cards and cues to help children who speak English as an additional language to develop their vocabulary and enable them to communicate their needs.
- Most of the time, children behave well. Staff use strategies to help support children to understand their behaviours. However, at times, staff do not clearly explain that some negative actions have consequences. For example, when staff observe children snatching toys, they ask them to use their 'kind hands'. They do not always follow this through, such as helping children to understand what 'kind hands' are and how their behaviours may have an effect on others.
- Managers carry out regular supervision sessions with staff to support and develop their practice. Staff have attended a range of training since the last inspection to raise the quality of teaching. However, during some adult-led activities, some staff lack confidence with their teaching techniques to fully extend children's knowledge. This means that children may not make as much progress as possible in their learning.

- Parents speak highly of the care their children receive. Staff share information with parents about children's learning and how this can be further supported at home. Parents comment on how happy they are with the progress their child has made since starting at the nursery.
- Staff carry out regular reviews of children's assessments. This helps to identify any gaps in their learning. Staff plan accordingly to support children's next steps. If staff identify any delays, they work closely with the special educational needs and disabilities coordinator (SENDCo) to swiftly put strategies into place while waiting for professional intervention.
- Staff are attentive to children's personal care needs. They sing to children during nappy routines to build their relationships and help children to feel safe and secure. Children follow good hygiene routines with washing their hands before mealtimes. Staff talk to children about the importance of handwashing to remove the germs so they do not make them poorly. Staff help children to learn about foods that are healthy and unhealthy. This helps children to develop their awareness of their own health and well-being.
- Support for children's transition across the nursery is good. Staff recognise the skills children need to ensure that transitions to the next age group are smooth. They prepare children for school well, and staff help them to develop key skills for their future learning. For example, children practise using a knife safely and cut their fruit at snack time. They build on their independence with toileting and dressing themselves.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager has created a strong safeguarding culture within the nursery. Staff attend regular safeguarding training to keep their knowledge up to date. Managers and staff are knowledgeable of the possible signs that a child's welfare may be at risk. They understand the reporting procedures for the local safeguarding partners should they have a concern about a child or a person in a position of trust. Staff carry out regular risk assessments of the environment to ensure areas remain safe. Managers embed good safer recruitment to ensure staff are suitably vetted to care for children.

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

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

- provide clearer explanations to children to help them understand the consequences of their behaviours and how they may have an effect on others
- strengthen coaching and mentoring for staff to build on their skills to raise the quality of teaching to a higher level.

## Setting details

<b>Unique reference number</b>	EY415854
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	10269984
<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>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	The Learning Ltd
<b>Registered person unique reference number</b>	RP904943
<b>Telephone number</b>	01527 61234
<b>Date of previous inspection</b>	28 November 2022

## Information about this early years setting

The Learning Nursery registered in 2010. The nursery opens Monday to Friday, term time only. Sessions are from 8am until 5.30pm. The nursery employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The nursery receives funding to provide free early years education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Katherine Wilson

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Staff spoke to the inspector during the inspection.
- The SENDCo spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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