

Inspection of I Learn Education Scunthorpe

Redshank Drive, Scunthorpe DN16 3FX

Inspection date:

10 November 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Practitioners provide children with a very safe and caring learning environment. They place a priority on children's personal, social, and emotional development. Practitioners support children to have a positive sense of themselves. They talk about what makes children unique and celebrate this. Practitioners show warmth, care and affection to children. Children frequently approach practitioners for comfort and cuddles. Babies snuggle their key persons and rest their head on their shoulder. Relationships between practitioners and children are sensitive, stimulating and responsive. Children are extremely happy.

Practitioners create a calm and interesting environment. This supports children to be calm, relaxed and absorb information. Children remain focused on exciting activities and show deep concentration. They play nicely with their friends and talk kindly to others. Practitioners support children to share and wait for their turn. Children encourage their friends to complete tasks. They provide support and guidance when their friends struggle to cut tape. Older children consistently role model good manners to younger children. Their behaviour is exemplary.

Practitioners have high expectations for children's learning and development. They encourage children to make their own choices and access all areas of an ambitious curriculum. Practitioners engage in back-and-forth and meaningful conversations with children. They are skilled in engaging in children's play and developing their learning. For example, when children play with building blocks, practitioners teach children about castles and towers. They introduce children to the Taj Mahal and the Tower of Pisa. Children learn about shapes and history. They learn rich new language, such as 'sphere', 'cylinder', 'cube' and 'cuboid'. Children gain substantial knowledge.

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

- Children of all ages gain a deep understanding of mathematics. Practitioners encourage children to count bubbles, blocks and fruit. They challenge older children to count small seeds. Children transfer water using jugs and funnels. Older children use straws to blow water around a tray. They learn about capacity, depth, volume and water flow. Older children learn about wind speed and knots, such as when they make flags.
- Children have exciting opportunities to develop and strengthen their large and small muscles. Practitioners place interesting, colourful, sensory resources appropriately around the room. They encourage babies to crawl, pull themselves up, cruise and walk to explore. Babies are intrigued and curious.
- Practitioner provide hands-on experiences for children in the forest school. Children learn how to use various tools, boil water and cook food on an open fire

safely. Children problem solve and learn to manage risk. They learn how to keep themselves and their friends safe. Children are increasingly independent.

- Babies hear lots of sounds, words and early language. Practitioners introduce and encourage them to explore a wide selection of exciting books. Practitioners use story time as opportunity to spark children's imaginations and learn new vocabulary. They use props, exaggerated voices and expressive facial expressions. Practitioners pause and wait for older children to fill in the gaps of the story. Children recall and tell parts of the story. This helps children to build on their language skills which they need for when they start school.
- Practitioners implement strategies to support children with special educational needs/disabilities (SEND). They use picture cards, sign language and visual prompts. This enables children to communicate their needs. Practitioners sing songs at the start of every activity. This helps to give children firm routines and embeds their language.
- Practitioners are very effective educators. They use natural resources to extensively promote children's creative thinking and problem-solving. Children are encouraged to use their imaginations. They turn crates into aeroplanes, tyres into castles and boxes into motorcycles. Practitioners use carefully worded questions to probe children's knowledge. Children recall past experiences. Practitioners give children time to absorb information, to think about their knowledge and to respond in their own time and words.
- Managers and practitioners are passionate and committed to providing high-quality care and education. They complete regular reviews of practice. Practitioners make positive changes, such as introducing comfort scarfs for babies with the scent of home. This provides comfort and supports babies to settle and bond with their key persons
- Partnership working is strong. Practitioners have excellent links with parents, schools and professionals to support children's continuity of care. They include strategies, support and activities in the newsletter to engage all parents. Parents comment that they could not be happier with the quality of care that practitioners provide. They are assured that their children are safe and happy while learning essential life skills.

Safeguarding

The arrangements for safeguarding are effective.

Managers and practitioner keep children safe and promote their welfare exceptionally well. Practitioners embed children's voice in the setting. They ensure that children have opportunities to share their worries and feelings. There are clear processes in place to keep all children safe. Practitioners know how to recognise the signs and symptoms of abuse and neglect, and the referral process if they have concerns. They know how to recognise safeguarding issues, such as grooming, county lines and extreme behaviours and views. Practitioners provide significant information to parents on how to keep their child safe at home and in the community. They share information on internet safety, grooming and safe sleep.

Setting details

Unique reference number	EY492980
Local authority	North Lincolnshire
Inspection number	10308503
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 8
Total number of places	39
Number of children on roll	49
Name of registered person	I Learn Education Ltd
Registered person unique reference number	RP902224
Telephone number	01724848182
Date of previous inspection	6 March 2018

Information about this early years setting

I Learn Education Scunthorpe registered in 2015 and is located in Scunthorpe. The setting employs 15 members of childcare staff. Of these, 11 staff hold appropriate early years qualifications ranging from level 2 to 6. The setting opens Monday to Friday, all year round. Sessions are from 7.45am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jackie Ward

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 provider and has taken that into account in their evaluation of the setting
- The manager completed a learning walk with the inspector and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views of the childminder and the setting with the inspector.
- Children communicated with the inspector during the inspection.

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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