

# Inspection of Learningland Day Nursery

51 Wimpson Lane, Southampton, Hampshire SO16 4QF

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Inspection date: 13 November 2024

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Managers and staff give children a warm welcome as they arrive at the nursery. They have a kind and caring approach and support children to settle quickly, providing comfort and cuddles as needed. Staff understand the importance of building strong relationships. For example, the key person plans detailed inductions, where they spend time getting to know each unique child. This supports children's emotional development.

Staff gather detailed information from parents when children first attend, such as likes and dislikes. This helps them to understand children's preferences and interests. Staff use this information to plan focused activities that support children's next steps in learning. For instance, younger children enjoy playing with animals and are supported to learn animal sounds and identify big and small. In addition, older children learn how to use scissors and identify shapes as they create pictures of animals. This supports children's learning and development.

Staff have high expectations for children's behaviour. They encourage children to take turns, use good manners and be kind to each other. For example, children happily share and take turns riding the bicycle. There is a well-established routine, which allows children to understand what is expected of them at different times through the day. For instance, when children are told it is lunchtime, they know to tidy up and wash their hands. This supports children to learn how to behave well.

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

- The curriculum is carefully thought out and well sequenced. Staff plan purposeful learning opportunities that support children's progress, including those with special educational needs and/or disabilities (SEND) and those who speak English as an additional language. For example, staff break down next steps into small achievable tasks to provide all children with the support they need to succeed. In partnership with parents and other professionals, staff use this knowledge, alongside assessments, to swiftly identify any gaps in learning and put targeted support in place. The managers use additional funding that children are entitled to effectively. For instance, they tailor support to meet the individual needs of the child. This has had a positive impact on children's learning and development.
- Staff support children's communication and language development well. They expertly weave stories and nursery rhymes throughout the nursery. For example, babies listen to familiar nursery rhymes and know the actions to the songs. Toddlers choose nursery rhymes and join in with singing. Furthermore, pre-school children confidently sing familiar nursery rhymes with their friends during their play. Children develop a love for stories. For instance, children of all ages

access books throughout the day and enjoy listening to stories. In addition, children are able to loan books to enjoy at home.

- The managers have a good oversight of the setting and reflect on what is working well and what could be improved. They recognise the importance of having a knowledgeable and skilled staff team. Staff feel well supported and benefit from regular meetings. However, the monitoring of staff's practice is not targeted accurately enough. Furthermore, training is not always focused enough to make improvements in the teaching of the curriculum and to help raise staff's practice to an even higher level. That said, children remain motivated to learn and make good progress.
- Staff encourage children to develop independence from the earliest age. For example, babies are supported to feed themselves while older children are taught how to pour their own drinks at mealtimes and clear away their lunch plates. This supports children to be confident and independent learners.
- Partnerships with parents are strong. Staff communicate extremely well with parents throughout their children's time at the nursery. For instance, staff regularly share children's progress, discuss their next steps in learning and share ideas for activities at home. This supports children's ongoing learning and development.
- Staff support children to develop their physical skills. For example, they help children learn how to climb and balance safely as they use the climbing frame. Children experiment with ways of moving and climbing over equipment, learning to jump from different heights. This supports children's physical development.
- Staff support children to learn about how to keep themselves healthy. For instance, children learn about oral health and brush their teeth at nursery. Staff teach children about healthy eating. For example, the children learn about healthy foods and discuss the food they are eating. This supports children's well-being.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- strengthen the procedures for staff supervision, coaching and mentoring to identify and provide staff with more specific training to further enhance the quality of teaching.

## Setting details

<b>Unique reference number</b>	131599
<b>Local authority</b>	Southampton
<b>Inspection number</b>	10367710
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	45
<b>Number of children on roll</b>	58
<b>Name of registered person</b>	Milbrook Christian Centre Committee
<b>Registered person unique reference number</b>	RP524386
<b>Telephone number</b>	02380399895
<b>Date of previous inspection</b>	21 February 2019

## Information about this early years setting

Learningland Day Nursery registered in 1998. The nursery is situated in the Millbrook area of Southampton. The nursery opens from 7.30am to 6pm, Monday to Friday, for 51 weeks of the year. The nursery provides funded early years education for two-, three- and four-year-old children. There are 11 members of staff employed to work with the children, of whom nine hold early years qualifications at level 3 or above.

## Information about this inspection

### Inspector

Nicole Atkinson

## Inspection activities

- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the nursery.
- Staff spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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