

Inspection of Love 2 Learn Nursery Limited

194 London Road, Leicester LE2 1NE

Inspection date: 3 January 2025

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 arrive happy and eager to attend their nursery. They are welcomed by staff who know them well and take the time to ensure that they are comfortable. After staff ensure that relevant information from home is handed over, children benefit from individual support from staff before entering their play spaces. For example, staff support children to visit the nursery's pet tortoise. Children are encouraged to speak to the tortoise about how they feel and what activities they would like to play with. This enables children to talk about their feelings and supports the transition from home to nursery.

Once children are in the nursery, they benefit from environments that ignite their curiosity. Staff and leaders carefully plan activities to ensure that they meet the children's ages, stages of development and interests. Staff continually think about what children need and set up enticing areas that support child-led play. For example, younger children benefit from low-level furniture and activities that promote their independence and physical development. Pre-school children are provided with support that helps their understanding of mathematical concepts, such as exploring number symbols and opportunities to count. Children benefit from the staff's knowledge of child development and their ability to teach each child. Staff create an exciting and well-sequenced curriculum that supports children's progress in all areas of learning.

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

- Staff and leaders create an atmosphere where children feel respected. Particular care and attention are given during daily care routines, such as nappy changing. For example, before changing nappies, staff communicate with children to ensure that they have time to finish their activities and check that they are happy to be changed. Staff also use this time to support children with self-care skills, such as dressing and toilet training. By ensuring that children have a voice in their personal care, staff help them to feel emotionally secure.
- Staff understand and are responsive to babies' needs. Their nurturing approach ensures that when babies are upset, they are responded to sensitively. For example, when babies cry, staff soothe them with cuddles and reassurance and play familiar games, such as peekaboo. However, at times, babies are moved into different rooms without their individual needs and routines being considered. This impacts their levels of happiness and means that they sometimes struggle to settle.
- Staff and leaders create a well-planned curriculum, with plenty of opportunities for repetition. For example, when children show an interest in writing their names, staff support them to recognise and explore the shape of the letters that form their names in different ways, such as through painting, sand trays and

registration cards.

- Overall, staff and leaders are confident in supporting children when they start attending the nursery. For example, they create a key-person system based on how children bond with staff, and gather personal information from parents about children's interests and routines. However, at times, there is a delay in the information being available to the staff who are supporting children. This means that staff are not always equipped with the information required to meet children's needs when they start at the nursery.
- Leaders and staff support children to cooperate and appreciate others. Staff consistently model behavioural expectations and support children to play together. For example, when children struggle to share, staff quickly explain that similar toys are available. Children respond by finding toys for their friends and then play well together. This support helps children to understand other's needs and develop friendships.
- Leaders ensure that all staff have a thorough induction when they start working at the nursery. This ensures that all staff have time to learn their roles with support from senior staff members. Once staff have completed their induction, leaders ensure that they have regular supervision. The supervision sessions enable staff to set targets linked to their personal and professional development and help to ensure continual improvement. Staff comment on how they feel supported and appreciate the care and mentoring they receive while working in their roles.

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:

- support staff to consider babies' individual needs and routines when planning room changes
- review how information is shared to ensure that staff understand children's individual needs and routines when they start at the nursery.

Setting details

Unique reference number	2687207
Local authority	Leicester
Inspection number	10378185
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	0 to 4
Total number of places	52
Number of children on roll	56
Name of registered person	Love 2 Learn Nursery Limited
Registered person unique reference number	2687206
Telephone number	011625580885
Date of previous inspection	Not applicable

Information about this early years setting

Love 2 Learn Nursery Limited is located in Leicester and registered in 2022. The nursery employs 16 members of childcare staff. Of these, 14 hold appropriate early years qualifications between level 2 and level 5. The nursery is open from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Samantha Butterwick

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector carried out joint observations of group activities with the manager.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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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