

Inspection of Learning Land Pre-School

Bramingham Primary School, Freeman Avenue, LUTON LU3 4BL

Inspection date: 30 September 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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

Children flourish at this community-focused pre-school. Leaders and staff have a deep understanding of the families who attend and tailor their support to ensure that children are well prepared for the next stage in their learning.

The curriculum strongly promotes emotional well-being and secure attachments. Staff know that many children face challenges outside the setting, so routines are calm, consistent and nurturing. For example, when children return after time away, staff re-settle them gently with their parents until they feel confident again. Positive reinforcement is used to teach kindness, turn taking and respect, rather than relying on rules or sanctions. This means that children feel safe, valued and ready to learn.

Staff support children to understand emotions, manage social situations and show care for others. For example, when disagreements occur, staff help children label feelings and find fair solutions. Adults gently explain empathy and respect for living things, such as the insects they find, linking feelings to the natural world. This helps children to develop kindness and talk about how they feel. As a result, children manage their emotions with growing confidence and build trusting relationships with adults and peers.

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

- Communication and language development is central to the curriculum. Staff recognise that many children are learning English as an additional language. They focus on building vocabulary, listening and understanding through every area of learning. Dual-language books and familiar print in relevant languages help children connect learning to their home life. As a result, children are becoming proficient in the use of English.
- The curriculum celebrates the rich cultural diversity of the community and helps children develop respect for themselves and others. Festivals from different faiths and cultures are explored with parents, who come in to share food and stories. The environment includes authentic items that reflect children's backgrounds. This means that children see themselves and their families represented in the setting. They are developing pride in who they are and curiosity about the wider world.
- Healthy lifestyles are embedded throughout the curriculum. Staff involve children in self-care tasks and model good hygiene. The setting promotes oral health, including providing toothbrush kits to use at home. This means that children become increasingly independent in making healthy choices. They understand how to keep their bodies safe and well.
- Strong partnerships with parents are embedded. Leaders understand that

supporting families helps children to thrive. Consultations with parents are used to share updates and review family circumstances regularly. Families feel supported and valued. This trust enables open communication and consistent support for children, both at home and in the setting.

- The thoughtful environments provide a range of opportunities for children to strengthen their gross and fine motor skills. Children throw beanbags into chalked circles as staff demonstrate technique. They show skills as they balance on tyres, ride bikes and race with confidence. Indoors, children knead dough and talk with staff about how their hands move and stretch and get stronger.
- Staff promote early literacy skills through meaningful and practical experience. Children explore writing as part of everyday play. For example, children use chalk to make marks and shapes, linking their drawings to spoken words. In the home corner, they make shopping lists and choose food from menus inspired by local shops. These experiences make writing purposeful and connected to real life.
- Mathematical ideas are woven naturally through play and conversation. Children create patterns with chalk, match colours and count the legs on insects they find. Staff encourage comparison, such as 'big' and 'small', and discuss the shapes and patterns found in spiders' webs. This supports children to count confidently and use mathematical language with increasing understanding.
- The provider has made significant improvements to the outdoor area since the last inspection. The space is rich and inviting for children. However, teaching outdoors is not always as considered as it is indoors because learning intentions are not clear. This means that learning is not always linked to curriculum goals.

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:

- consider how the curriculum can more explicitly support purposeful learning experiences outside to develop teaching to an even higher standard.

Setting details

Unique reference number	EY546270
Local authority	Luton
Inspection number	10399287
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	33
Number of children on roll	45
Name of registered person	Ghani, Zarina Nahid
Registered person unique reference number	RP904981
Telephone number	07923404034
Date of previous inspection	26 November 2019

Information about this early years setting

Learning Land Pre-School registered in 2017 and is situated in Luton. The pre-school employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.45am until 3.15pm. The pre-school provides funded early education for eligible children.

Information about this inspection

Inspector

Clare Ford

Inspection activities

- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to the children to find out about their time at the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this is having on the children's learning.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The inspector and the manager carried out a joint observation of a communication and language activity.

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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