

# Land of Learning

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY275456
<b>Inspection date</b>	22 November 2007
<b>Inspector</b>	Patricia King
<b>Setting Address</b>	5 - 7 Evington Drive, Leicester, Leicestershire, LE5 5PF
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<b>E-mail</b>	
<b>Registered person</b>	Evington Muslim Centre
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Land of Learning is run by the Evington Muslim Centre. It opened in 2004 and operates from a property situated next to the mosque in the Evington district of Leicester. A maximum of 45 children may attend at any one time. The nursery is open each weekday from 09.00 until 11.30 and 12.30 until 15.00 term times only. All children share access to a secure outside play area.

There are currently 53 children on roll. Of these, 28 children receive funding for early education. The nursery is able to support children with learning difficulties and/or disabilities and children who speak English as an additional language.

The nursery employs seven members of staff all of whom hold appropriate early years qualifications.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children's good health is positively promoted within the range of activities and daily routines followed at the setting. Children are well protected from infection as staff implement the clear policy informing that children must not attend when ill or infectious. Staff are careful to prevent the spread of germs and infection, for example by wiping down tables and surfaces when changing table activities and preparing for snacks. They consistently talk to the children about what they are doing and why. This means that children are learning good practices which contribute to their understanding of a healthy body and personal hygiene. For example, they understand and some explain that careful hand washing prevents germs entering their mouths to make them ill.

Sound policies and procedures are consistently followed by staff to provide first aid in the event of an accident and to administer any necessary medication. However, the records do not always clearly identify the individual child concerned and parents have not been effectively requested to provide their written consent for any necessary medical advice or treatment. This means that appropriate action could be delayed in the event of an emergency. Children enjoy daily outside play, weather permitting, and they are regularly taken on walks into the local community, which means the outdoor environment is used well to promote their health and well-being. Activities and routines are thoughtfully organised to provide opportunities for children to choose active and restful times. An area of the setting is arranged with floor cushions and quiet activities, such as books and puzzles, where children can relax and enjoy privacy and independence whilst supervised by watchful staff.

Parents are encouraged to contribute fresh fruit and nutritious snacks for the refreshment break. This promotes sharing, awareness to healthy eating and understanding of different dietary needs, for example cultural and health requirements. Clear information is provided to ensure that snacks and the packed food provided by parents for their children's lunch is suitable for all and contributes to a balanced healthy diet overall. Interesting activities are planned to develop children's knowledge of what food is good for them and used creatively to include other areas of learning such as talking about shape, size and measure. Children are learning to recognise their own needs and are able to help themselves to water throughout the session.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

The environment is clean, inviting and well organised to provide positive play and learning opportunities for the children attending. The manager and staff have created a colourful, stimulating environment where children are encouraged to learn and develop their sense of belonging. For example, there are many creative displays and colourful posters to inform and encourage learning and offer information to the parents. Children have easy access to a good range of developmentally appropriate resources and child-sized furniture which is arranged within easy reach to promote independence and choice safely. This means that children move around safely, freely and confidently making good use of the areas used.

Children are kept safe within the premises by the good security arrangements to ensure that no unauthorised adults may enter the building and children cannot leave the premises unsupervised. Staff are very informed and ensure that robust risk assessments are implemented

to maintain safety and security at all times. Children are learning safe behaviour from these good role models and follow the simple rules in place to promote safety. For example, they negotiate the stairs carefully, remind each other not to push and respond with proud smiles when their safe behaviour is recognised and praised by staff.

Children are protected because staff have a good understanding of their child protection responsibilities and know whom to share their concerns with both in the setting and externally. However, the written procedures are not fully in line with the Local Safeguarding Children Board guidance which means that in the event of an allegation being made against a staff member or volunteer, appropriate action could be delayed.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children's individual care needs and what they can do are thoroughly established with their parents before they enter the nursery. This means that staff know the children well and develop positive, supportive relationships with them and their parents. Staff are skilled practitioners who observe and record what children can do, then use early years guidance such as the 'Birth to three matters' framework and the Foundation Stage, to provide a good range of stimulating and challenging activities for children. Children benefit from an environment where they are encouraged to play, explore and experiment and have the confidence to ask for help and support. They are proud to display their work such as paintings, prints and collages which fosters their self-esteem and sense of belonging. Children have many opportunities to use their imagination and creativity and enjoy working with a variety of mediums such as paint, water, sand and craft materials. This means that children have real opportunities to be competent learners.

The quality of teaching and children's learning is good. Children are making good progress towards the early learning goals. They enter the nursery confidently, interested and eager to begin the daily routines and activities. They have positive relationships with staff and each other which means they are settled and have a real sense of belonging. Children work together harmoniously, sharing and taking turns with resources, for example when choosing the threading beads or engaged in role play activities. Children are eager to talk about their work on display, pointing out their individual pictures and collages which promotes their confidence and self-esteem. They are learning good manners and respect for each other in social settings such as meal times. For example, they are encouraged to say please and thank you and they are quiet and respectful when the call to prayer is heard from the adjacent mosque. Children are learning about their own and other communities, for example they took their harvest baskets to the local 'Help the Aged' group, entertained the elderly and have invited them back to visit the nursery. They are learning about people who help in the community, for example visitors to the setting include the Imam, doctor, dentist, fire service, milkman, police and lollipop lady. This means children develop a good understanding of their place in the world.

Children show keen interest in books and stories read to them and follow the print with an adult lead. They frequently visit the well-resourced book area independently and eagerly join when a staff member is present. Children use language confidently to talk about their families and their lives at home, for example they happily talk about family members visiting from abroad. Most children recognise their own names, the initial letter of others and identify these in the many labels and posters displayed around the room. Those children with English as an additional language are totally integrated into the group and participate fully in all activities.

Children are consistently encouraged by adults to develop their mathematical learning in well-planned activities. For example, the bead threading activity was skilfully used to count, explore size and shape and use positional language. Staff make effective use of daily routines such as snack times, lining up and registration to promote mathematical learning. This means that opportunities for the children to make progress in mathematical development are captured well. Children use a wide range of objects and materials imaginatively to design and make models and collages which they are proud to display around the room. For example, they collect leaves and twigs on their walks to make colourful collages illustrating the effects of the changing seasons. They enthusiastically pretend to be hibernating hedgehogs beneath blankets and make clay models of the creatures. Staff are skilful at presenting activities and topics to promote different areas of learning which means that children's interest and skills are fostered effectively and they make positive progress.

Children use small tools and materials such as paintbrushes, scissors, glue spatulas and spades with confidence and skill. They are eager to go outside for physical play and recognise the changes that take place in their bodies when they run and exercise, for example they describe how they get hot and thirsty when running around. However, there are limited planned opportunities for children to develop and practise their physical skills using a range of large equipment.

Staff are qualified, experienced and have a good understanding of the Foundation Stage and how children learn. They consistently observe and note what children can do and records of children's achievements are kept up to date efficiently which means that staff know the children and their learning needs very well. This information is used effectively by key workers to inform planning, setting clear challenges for individual children's next steps in learning. Staff work effectively as a team to plan and present a good range of interesting and challenging learning opportunities covering all areas of learning. Children behave well and respond confidently to the consistent good role models displayed by the staff.

### **Helping children make a positive contribution**

The provision is good.

The setting takes great care to establish and record all relevant details and information about the children at their time of enrolment and keep these details up to date. Home visits are offered to new starters and parents are encouraged to attend settling-in sessions with their children before they fully enrol. This means that staff know the children and their parents very well and children settle confidently into the care and learning routines. Newsletters and notices keep parents fully informed of the activities and events, such as parents meetings, and the notice board is well used as an effective communication system for all. Parents are kept fully informed of their children's progress and are positively encouraged to play an active role in supporting their children's progress through their play at home. Good systems are in place and staff work in very close partnership with parents and others to support children with learning difficulties and/or disabilities to benefit from attending the setting. This means that all children are positively supported to play an active part in the setting. The setting pays careful attention to any complaints and has established an appropriate procedure to follow, however parents are not informed that relevant information is available upon request.

The manager and staff pay careful attention to respect the beliefs and customs of all children and families attending the setting. For example, the use and display of photographs within the setting is vigorously monitored to ensure that parents requirements are totally observed. Children are learning about their local community as they are taken on walks to local shops

and places of interest. They are learning about the wider world and different lifestyles through a well-planned and resourced range of activities. For example, the use of activities and meal times to explore different diets and cultural practices and celebrating significant events in the lives of others. This means children develop a positive sense of themselves and helps them understand the lives of others. Children are learning to manage their own behaviour, for example they keep simple rules, such as helping to tidy toys, sharing and taking turns. They respond happily to reminders from staff when needed and respond with proud smiles when praised for their good behaviour. This promotes a happy, harmonious environment.

Children's spiritual, moral, social and cultural development is fostered. They behave well and show concern for each other. They are learning about their community and the wider world and are developing a real sense of belonging and self-esteem.

The partnership with parents and carers of children receiving early education is good. Parents receive a comprehensive prospectus that includes detailed information about the Foundation Stage of learning and the operational and business arrangements. A summary of key policies and procedures is included in the prospectus and parents are clearly informed that full documentation is available upon request. Parents are asked to share what they know about their child's stage of learning and development when they enter funded education and regularly during their time at the group. They are invited to attend termly meetings to discuss their child's progress with key workers. Parents unable to attend are offered a home visit to keep them informed and included in their child's learning. This means that staff build effectively upon parent's input to progress and secure children's learning. A wealth of information about plans, activities and how parents can help their children learn is displayed and provided to parents. Parents spoken to report that they feel well informed and fully included in their children's learning and time spent at the nursery.

## **Organisation**

The organisation is good.

Robust systems are in place for the recruitment, training and development of staff which ensures that all adults working with the children or having access to them are qualified and suitable to do so. For example, regular, effective appraisals are used to identify training and development needs and staff are actively encouraged to attend and cascade what they have learned. A comprehensive range of policies and procedures to support the safe and efficient management of the setting is provided to parents and accessible on the premises for easy reference. The environment is organised well to offer stimulating play and learning opportunities for all children which means they have confidence to take part in activities and their enjoyment and self-esteem are fostered effectively. Overall, the provision meets the needs of the range of children for whom it provides.

The quality of leadership and management for early education is good. The manager is well qualified, experienced and has positive vision about how to provide a quality service to children and their parents to meet their individual needs. She demonstrates a committed and positive role model for her staff and has established an enthusiastic team of workers eager to embrace any changes necessary to secure continued good practice, for example the Early Years Foundation Stage. She effectively organises her staff and resources to plan and provide positive opportunities for children to make good progress. The systems to monitor and evaluate the delivery of care and early education are well-established and secured.

## **Improvements since the last inspection**

At the last care inspection the provider was asked to develop the use of the premises. The organisation of the rooms used has been fully reviewed to enable children to move freely and safely making independent choices from the activities and resources, including opportunities for rest and relaxation. Movement between the different levels of the premises is carefully supervised and used as positive learning experiences, for example learning to negotiate the stairs safely. The provider agreed to develop provision and use of equipment, resources and play materials to extend opportunities for stimulating activities to promote children's development and learning in all areas, with particular regard to large physical skills. There is now a good range of resources and play materials used imaginatively and creatively to provide stimulating activities for all children. However, a recommendation has been made to secure further improvement with regards to opportunities for children to access large play equipment. The provider agreed to review risk assessment procedures having particular regard for any recommendations made by the Fire Safety Officer. The setting now implements a robust risk assessment process. The emergency escape procedures are clearly displayed and practised effectively which means that adults and children know what action to take in the event of an emergency. The setting was asked to ensure that parents are provided with the complaints procedures which include the address and telephone number of the regulator. The complaints procedure has been reviewed to contain the contact details for the regulator, however the information provided does not inform parents that relevant information from the records is shared with parents upon request. A recommendation is made to secure further improvement.

At the last nursery education inspection the provider agreed to improve staff's knowledge of the stepping stones to ensure that they are covered with equal depth. All staff have attended Foundation Stage training and have a good understanding of how children learn. Records clearly demonstrate that all areas of learning are visited daily and the clusters are covered within the medium term plans. Staff use their observations and records effectively to ensure that all children are provided with appropriate challenge and support to make good progress through their stepping stones. The provider agreed to improve the use of resources to support all areas of learning particularly in technology, physical development and music. Children have daily access to computers and programmable toys and opportunities to experience and learn about music and rhythm are imaginatively presented. However, a recommendation is made to secure further improvement with regard to access to large play equipment. The provider also agreed to develop ways to involve parents in their child's learning. Parents are now provided with comprehensive information, kept informed effectively of their child's learning and informed of ways to help their children learn at home.

## **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

#### The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that written parental permission is clearly requested from all parents, at the time of placement, to seeking of any necessary medical advice or treatment. This applies to the children's registration documents
- ensure that the accident records are completed effectively with regards to the details of individual children
- ensure that the child protection procedures are in accord with the Local Safeguarding Children Board with regard to the procedures to be followed in the event of an allegation being made against a staff member
- promote partnership with parents with regards to keeping a record of complaints, ensuring that appropriate information is shared with parents upon request.

#### The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to improve the opportunities for children to access large play equipment in an environment that challenges them and promotes their physical development.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)