

# Inspection of Land of Learning

5-11 Evington Drive, LEICESTER LE5 5PF

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Inspection date: 27 September 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**

Children are happy to arrive at the calm, warm and welcoming nursery. As they come inside, they choose how they wish to be greeted, either with a hug or a fist bump. Children are confident to find their names and hang them on the self-registration tree, showing they feel safe, secure and respected. Staff support children's emotional well-being effectively. Children benefit from a well-planned settling-in period when they first start at the nursery. This helps them to build relationships with their key person and the other staff. Children show they are settled and comfortable as they quickly engage in the wide range of activities, which are organised with the children's interests at heart.

A high proportion of the children who attend the setting speak English as an additional language. Staff are multilingual. They model vocabulary in the child's home language and then in English, repeating words back with the correct pronunciation. Staff sing songs throughout the day, and children join in with familiar nursery rhymes, which support their communication and language. Books are an integral part of the curriculum and are available for children to access independently in the environment. Staff sit with children to read together. They use animated and expressive voices, which triggers children's interest and supports their love of reading from an early age.

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

- The leaders are highly reflective of the nursery provision. They conduct regular observations of staff practice, give feedback and set targets for improvement. Staff receive regular supervision. The leaders ensure that staff attend regular training to further develop their skills and better support the children who attend. Staff are passionate about how they feel well cared for.
- Staff are positive role models to the children. Children know what is expected of them and, therefore, can follow the routine. They use good manners, are kind and considerate to each other, and are beginning to learn to take turns and share resources. Children behave well.
- Staff present information clearly to children, which promotes good discussions with most children. Staff support them to ask questions and give their own opinions. However, at times, some staff do not give children enough time to respond to questions before quickly asking another question or making suggestions for them. At these times, children do not process what is being asked and do not have the opportunity to contribute their own thoughts.
- Children enjoy their time outdoors and enjoy using a range of equipment that supports their developing muscle control and coordination. For example, children skilfully ride on tricycles. Staff instigate parachute and ball games, encouraging children to work together and play cooperatively. Children develop the small

muscles in their hands as they manipulate play dough, and staff model how to use tweezers to help them develop skills needed for future writing.

- Staff ensure that the mathematics curriculum is embedded well. Children learn about numbers, sizes and shapes through a variety of activities. They hear a range of mathematical language, such as 'more', 'less', 'empty' and 'full', as they play.
- The curriculum generally supports children to develop positive attitudes to learning. Most children show high levels of concentration and enjoyment. They listen intently and respond positively to staff. However, during carpet time, some children become disengaged due to the length of time they are expected to sit. As a result, they do not always benefit from the teaching that is happening.
- Children with special educational needs and/or disabilities (SEND) are supported well. Leaders and staff work effectively with other professionals, such as speech and language therapists and local authority SEND specialists. They continue strategies introduced by professionals to enhance children's learning. Additional funding is spent effectively to help close gaps in children's learning and development.
- Parent partnerships are effective. Leaders and staff hold regular parents' meetings where parents carry out activities together with their children. This helps staff share information about what their child is learning about and enables parents to support their children at home. Parents report that they receive good communication about what their child has achieved and what they are working on next. Parents say their children are happy at the nursery.
- Leaders have a secure knowledge of their local community. They expose children to different religions and cultures in an aim to teach them about themselves and others. This prepares children well for life in modern Britain.

## 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 planning of group time to ensure individual learning needs are met and to support children to maintain higher levels of engagement
- support staff to give children time to respond to questions to allow them to contribute their own thoughts and ideas.

## Setting details

<b>Unique reference number</b>	EY449298
<b>Local authority</b>	Leicester
<b>Inspection number</b>	10351768
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	3 to 4
<b>Total number of places</b>	60
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	Evington Muslim Education Trust Committee
<b>Registered person unique reference number</b>	RP521931
<b>Telephone number</b>	0116 273 5431
<b>Date of previous inspection</b>	16 October 2018

## Information about this early years setting

Land of Learning registered in 2012 and is located in Leicester. The nursery employs seven members of childcare staff. Of these, six hold an appropriate early years qualification at level 3 and one holds qualified teacher status. The nursery opens from Monday to Friday, term time only. Sessions are from 8.30am until 11.30am and from 12.15pm until 3.15pm. The nursery provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Ali Lancaster

## Inspection activities

- This was the first routine inspection the provider 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 provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The leaders 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 spoke to children to find out about their time at the nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The leader and the inspector carried out a joint observation of a planned activity time.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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