



Just Learning Nursery

Inspection report for early years provision

Unique Reference Number	128510
Inspection date	06 September 2006
Inspector	Rufia Uddin / Marilyn Rosemary Peacock
Setting Address	King George Hospital, Barley Lane, Goodmayes, Ilford, Essex, IG3 8YB
Telephone number	020 8599 0066
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Registered person	Just Learning Ltd
Type of inspection	Integrated
Type of care	Full day care, Out of School care, Crèche

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.

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?

Just learning nursery is situated in the grounds of King George Hospital, Ilford. It has been open since 1998. It is privately owned by Just Learning Ltd, a company that operates a chain of private nurseries. It offers full day care for children aged six weeks to five years.

The nursery is opened each day between 06:45 and 19:00, 52 weeks a year. Currently 140 children are on roll. They are drawn from hospital staff and a wide catchment area. The hours of attendance vary to meet parents individual needs.

There are 13 base rooms, three of which are sited in a fully furnished portacabin.

eight children that attend have English as an additional language and no child has special educational needs. The After School Club is not currently operating.

There are total 28 funded three and four year old children. 33 staff work in the nursery, all staff hold recognised early years qualifications. All of them are qualified in first aid.

Staff receive support from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children begin to learn about how to keep themselves healthy through daily routines and discussion with staff. Older children are independent in their self-care skills; they know they need to wash their hands after using the toilet before meals, after messy play and if they handle the nursery pets. Younger children are frequently reminded to wash their hands particularly those being potty trained and babies have their hands wiped before and after meals. Staff ensure they adhere to their nappy changing policies, as they wash their hands, use disposable gloves and aprons and dispose of nappies appropriately to minimise the risk of cross-infection. However, the daily health and hygiene routines are not as effectively followed by all staff, some nappy changing areas are cluttered and untidy. Highchairs and tables used at mealtimes are cleaned and disinfected before use but the cloth used is grubby and rubbish is not securely placed in bins. Appropriate measures are taken if a child is ill and parents are clearly informed that children cannot attend when they have infectious illnesses. There are suitable systems in place to record accidents and administration of medication and all parents have signed their consent for staff to seek medical attention in the event of an emergency. Most staff are first aid trained helping to protect children should they have an accident while at nursery and first aid kits are readily available.

Food provided by the nursery promotes children's good health. Children stay healthy because they are provided with freshly prepared hot lunches, which are nutritious, varied and well balanced, such as chicken sausages with green vegetables and potatoes. They enjoy a plain biscuit, fresh or dried fruit for snack. Milk and water is provided at regular intervals. Older children understand the importance of taking regular drinks as a way to maintain their health and confidently use the water tap in their play room to access a drink when they are thirsty. Children are also beginning to understand the benefits of a healthy diet as they discuss foods that are good for them and take part in cooking activities. Generally lunch times are sociable occasions as children chat happily amongst themselves and with staff. Staff ensure that they meet children's individual dietary requirements because they seek relevant information from parents and discuss important issues such as weaning. Babies' physical needs are well met as staff endeavour to follow their individual routines. They sterilise bowls and spoons and store milk feeds appropriately, however they do not always remember to wear gloves to prepare the babies food.

Sufficient opportunities are provided for children to get fresh air and experience of being outdoors. Older children skilfully manoeuvre wheeled toys around, pedalling back and forth, avoiding obstacles and stopping safely. They enjoy running around in the outdoor area and practising their skills at digging. They clamber and climb on the large wooden train chatting about the journeys they are making to visit friends. Babies and toddlers receive good levels of

support to develop a healthy body through exercise. They use appropriate equipment such as play gyms and tunnels, which helps them to develop their physical skills such as learning to crawl and walk unaided.

Children benefit from opportunities to play outside in the garden daily and to participate in physical activities both indoors and out. Physical play is planned for young children to ensure they benefit from a wide range of appropriate activities and experiences. Children develop their physical skills using a range of smaller equipment, such as bats, balls, musical equipment and computers. They develop their co-ordination and understanding of spatial awareness as they ride bicycles and use climbing and balancing apparatus. Vigorous and more challenging opportunities are promoted through the use of larger equipment in the outdoor play area. Consequently, all children begin to recognise the importance of regular physical exercise as part of maintaining a healthy lifestyle.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a safe and very secure environment. Children are not at risk from unauthorised adults as parents and visitors are unable to enter the building without passing through two secure doors, which can only be opened in the office by staff that know who they are. Visitor's identification is checked and a strict signing in and out system is in place for all visitors. The environment is welcoming to children and families. It is brightly decorated with attractive displays of children's work and information for parents. There are plenty of resources available to the children but many are starting to look tired and worn. Books are becoming torn and plastic role play toys are dull and uninspiring. Equipment is generally of good quality, appropriate for the different age groups and is checked regularly for safety and cleanliness.

Children are kept safe at the nursery because staff identify most risks to children and are vigilant in observing the whereabouts of children. Staff have taken most steps to minimise any risks to children, such as ensuring plug sockets are covered. Sleeping children are never left alone as staff use this time to sit in the rooms and update their records. Formal risk assessments are in place and daily check lists are completed in all areas of the nursery, the health and safety officer monitors these regularly to ensure children's continuing safety. However, some areas of the garden are not entirely safe. Some of the trees constitute a risk to children particularly the large holly which children can access easily. Items that are inappropriate to children, such as a plastic bag and bowls full of dirty water are left out, this compromises children's safety.

Children feel settled and secure in their environment. They learn how to keep themselves safe through discussions with staff and taking part in regular fire drills. Children are well protected because staff understand their role in child protection and are able to put appropriate procedures into practice when necessary.

Helping children achieve well and enjoy what they do

The provision is good.

Children that attend are settled and happy in the nursery. They are starting form good relationships with staff and many are developing good friendships with other children. Most staff know the children well and provide good levels of support. The older and more able children are confident communicators and are able to make requests and express their needs.

Staff working with the younger children are following the Birth to three matters framework to support their planning. The framework is used to guide staff in providing activities for children, whilst supporting their development and learning. The daily routine throughout the nursery includes time for free play and some focussed, adult-led activities. All focus activities are effectively evaluated helping to identify children's achievements and developmental milestones. Staff also complete regular observations of children's achievements while at play, which are recorded in each child's individual file and are then used to plan for children's next steps.

Children are involved in a variety of activities that are appropriate to their age and stage of development. Toys and resources are made accessible to the children to encourage independence and choice. Generally, children's independence is promoted well. The babies are provided with a range of resources, which they can easily access, including musical toys, soft bricks and shape sorters. Staff closely monitor the non-mobile babies and interact effectively with them by providing good levels of eye contact and support. All the children have the opportunity to be involved in creative activities currently younger children are learning about space and are helping staff make rockets out of cardboard boxes and making their own solar systems made out of paper mach'e spheres. They listen attentively to stories; eagerly participate in the music and dance sessions provided by a visitor and excitedly use the outdoor play areas to act out their stories and use their emerging imagination. However, the spacious outdoor play area is not always used sufficiently well to take the indoor activities outdoor often outdoor activities are limited to large physical activities or the more messy activities limiting children's outdoor experiences.

Nursery Education:

The quality of teaching and learning is good. Children make good individual progress in their learning because teaching is rooted in a secure knowledge of the foundation stage and staff have a good understanding of how children learn most effectively and progress. They use an exciting and a varied range of teaching methods to capture children's attention and follow their interests and ideas to extend children's individual learning. Assessment is thorough and the information gained used effectively to guide planning for children's next steps. Children enjoy their time in the setting and the effective use of time, space and resources enabling them to wander freely between the inside and outside learning environment for the majority of the session. They develop good levels of independence as they help themselves to resources and tidy away afterwards playing a active role in their learning and showing high levels of motivation. However. learning opportunities are sometimes missed or lost by not encouraging the children to make greater use of everyday routines to increase opportunities to develop independence and self help skills.

The welcoming environment gives children a sense of security and belonging in the pre-school. They delight in good opportunities to use their senses to explore the environment and are purposefully engaged in their learning. Children develop good relationships with adults and other children in the pre-school. They learn to co-operate and work together well for example they share resources in art activities.

Children's early reading and writing skills are promoted as they practise name recognition using the name cards and attempt to label their own work. Many children can confidently write their own name and begin to develop an understanding about sounds and letters, which is promoted through programmes on the computer. Children understand elements of books. The more able children explain the meaning of author and illustrator.

Children have access to a range of mathematical resources enabling them to develop concepts of size, weight and measurement as for example they can freely access measuring scales, tapes, shapes, and magnetic numbers etc. They enjoy planned group times to consolidate their understanding of concepts such as weight as they practice floating and sinking and predicting which objects will float and sink in the water. However, learning opportunities are sometimes missed by not encouraging the children to count during daily routine activities for example staff could encourage children to count how many children there are and compare how many cups and plates they required during lunch time.

Children confidently use the computer and other technology and make good use of the clock and timetable to help develop their concept of time as they wait for their turn. Planned activities and experiences help children to further develop their understanding of time and the place in which they live, for example topics are linked to seasons, growth, animals and their families.

They have independent access to explore a wide range of media and materials, including dough, sand, water and paint and select objects and textures to explore with paint, such as leaves and bubbles. Children enjoy using their senses to explore the good range of resources and equipment and enjoy exploring sound and rhythm using a range of instruments.

The assessment system is used well to check and record children's progress towards the early learning goals. Staff help children with English as an additional language to join in the full range of activities.

Helping children make a positive contribution

The provision is good.

Children generally manage their behaviour appropriately and are beginning to understand that their actions affect others. Staff implement positive strategies and have reasonable expectations for behaviour; they give lots of praise and encouragement and are sensitive to children's individual needs. Stickers, sticker charts and reward stamps help children understand the implications of acceptable behaviour and recognise achievements.

All children are warmly welcomed by familiar staff that are on hand to offer support and reassurance. This contributes to children feeling secure and content in the nursery. They know that they are valued, as staff listen to what they say and ask questions about their experiences

and interests. Children are becoming aware of wider society as they take part in sufficient activities to learn about different cultures such as Jewish New Year. Posters in familiar languages greet children and their parents. Staff learn key words in children's home languages to help the transition from home to nursery. Appropriate procedures are followed for the care of children with special needs and the nursery works closely with parents and other professionals to promote their welfare and development within the setting. This positive approach ensures that children's social, moral, spiritual and cultural development is fostered.

The partnership with parents is good. Parents are well informed about the activities and experiences their child is involved in through the nursery prospectus, discussion, newsletters and open days twice a year. A copy of the weekly plan is displayed on the notice board in all rooms. Parents' open days are generally held every six months which provides opportunities to discuss children's progress and look at examples of their work.

Parents are invited to share information about what their child enjoys when they begin nursery through the registration and settling in procedures. However, parents of children for nursery education receive information that does not include sufficient details about the foundation stage of learning and the curriculum.

Organisation

The organisation is satisfactory.

Children enjoy a friendly, well organised and welcoming setting, which is conducive to their care, learning and enjoyment. The long established staff team work well together and demonstrate good understanding of children's care and developmental needs. Regular training opportunities help them to keep up to date with changes in legislation and current good practice. There is a comprehensive operational plan, and staff work to a set of policies and procedures to promote children's welfare and education. Daily processes are organised well to meet children's health and safety requirements. Senior managers monitor practices in the rooms, they have responsibility for ensuring children's health, safety and progress. However, certain risks remain to be assessed: for example, regarding outside play and some hygiene practices. Good procedures are in place for recruiting, vetting, and inducting new staff, who are all issued with suitable information about the operation, including nursery policies. All required documentation is in place, and is stored in a secure and confidential manner. The setting meets the needs of the range of children for whom it provides.

Leadership and management are good. Staff are responsible for delivering the educational programme and have a secure knowledge of how to promote children's learning. Management and staff work together to plan and evaluate the educational programme and the evaluation of weekly activities is carried out to assess the impact on children's individual learning. Management tries to improve its performance and has a good knowledge of the strengths of the provision and identifies where improvements can be made. Teaching is monitored informally by the management on a daily basis. Staff performance and development is also monitored through the annual appraisals. All aspects of the curriculum are sufficiently included, although systems to monitor this and the recording of children's individual progress are not yet fully developed.

Improvements since the last inspection

Since the last inspection the provider has implemented procedures which ensure children's safety by ensuring staff who have not been vetted are always supervised. Staff ratios are maintained at all times as the deputy is available to cover staff absences and suitably qualified cover staff are employed to cover holidays and breaks.

Parents of children under two now receive written information on how their child has spent their day helping to ensure continuity of care. Children's safety is protected as photographs of children are only used with prior consent from parents and parents are fully informed of the reason for the use of the photographs. Children have shared access to toys and equipment that reflects diversity helping them understanding of cultures other than their own.

Key issues arising from the nursery education inspection related to improving the quality of teaching and children's learning. Strengthening the planning for outdoor play to further children's learning and experience, and increasing opportunities for the children to have regular free access to books, and to developing their imagination in creative activities including role play and stories.

These have been addressed through monitoring quality of teaching on a daily basis and evaluation once a month by the management.

The activities, as story sessions, are now organised in two smaller groups, enabling children to develop their concentration skills and ensuring all children are included, remain attentive and that effective learning takes place.

Opportunities for strengthening the planning for outdoor play to further children's learning and experience have been addressed through planning the outdoor play plan for pre-school which covers daily activities, resources, learning, intention. Links to other areas and assessment have been developed since the last inspection to identify links to the main daily plans and stepping stones.

Opportunities for the children to have regular access to books and to develop their imagination in creative activities including role play and stories have been addressed through using a books' corner regularly and story sessions are now organised in two smaller groups, enabling children to develop their role play and stories. The role-play area is regularly changed to fit in with the nursery themes such as the dentist, home corner, restaurant, café, opticians, hospital etc. so that children have independent access to explore a wide range of media and materials.

Complaints since the last inspection

Since the last inspection there have been two complaints made to Ofsted that required the provider to take action to meet the national standards.

The first complaint related to National Standard 3: Care, learning and play, National Standard 12: Working in partnership with parents and National Standard 14: Documentation. Concerns were raised were that a child's hair was cut whilst he was in the care of the nursery, the nursery

was not able to provide an explanation and the complaint was not dealt with to the parents' satisfaction.

An Ofsted inspector made an unannounced visit on 20/05/2005, and the nursery manager was asked to provide relevant information relating to the complaint. No evidence was found the National Standards relating to the complaint had been breached. The provider remains qualified for registration.

Whilst investigating the complaint, a breach of statutory requirements was identified, which was not related to the original concerns. An action plan was put into place and the providers made improvements and confirmed this in writing. The providers carried out all of the actions and remain qualified to provide day care.

Another complaint was raised on 2006 related to: Standard 1 - Suitability - Some staff were allegedly uninterested in discussing concerns and were seen as unapproachable, Standard 2 - Organisation - Adult: child ratios were being exceeded; Standard 4 - Physical Environment - The number of children within a room was exceeding the required levels.

Ofsted visited the nursery and identified areas to improve to ensure they would continue to meet the National Standards. An action plan was put into place and the providers made improvements and confirmed this in writing. The providers carried out all of the actions and remain qualified to provide day care.

The providers have made a record of the complaints in their complaint record.

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.

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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):

- continue to ensure effective systems are in place to monitor and review the implementation of nursery policies and procedures
- review the effect of current risk assessments, to ensure all risks and hazards are identified and reduced effectively indoors and outdoors

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 make greater use of everyday routines to increase opportunities to develop independence and self help skills, and to promote counting and comparing skills
- continue to develop the system to evaluate the quality of teaching

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk