



Just Learning Nursery

Inspection report for early years provision

Unique Reference Number	220266
Inspection date	14 September 2006
Inspector	Diane Mary O'Neill / Carol Mansell
Setting Address	Enstone Court, Wellingborough, Northamptonshire, NN8 2DN
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Registered person	Just Learning Ltd
Type of inspection	Integrated
Type of care	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.

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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Just Learning Day Nursery opened in 1999 and operates from purpose built premises. It is situated in Wellingborough, Northamptonshire. A maximum of 100 children may attend the nursery at any one time. The nursery is open five days a week all year round between the hours of 07.30 and 18.30. All children share access to a secure enclosed outside play area.

There are currently 148 children aged from 12 weeks to five years on roll. Of these 46 receive funding for nursery education. Children in attendance live locally and in the surrounding area. The nursery currently supports children who have learning difficulties and disabilities, and children who speak English as an additional language. The nursery has two guinea pigs, some African snails and some fish in a tank.

The nursery employs 27 staff. Of these, 20 staff members hold appropriate early years qualifications and four staff are working towards a Level 2 or Level 3 qualification. The setting receives support from the Early Years Development and Childcare Partnership, Just Learning Advisory Teacher and Wellingborough 0-14 Area Support Worker. Just Learning is National Day Nurseries Association accredited.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn the importance of good personal hygiene through extremely well-planned daily routines. Older children have a good awareness of how and why we wash our hands and that it is important to do so. For example, children wash their hands before meals and snacks and after messy activities. Children have good access to toilets adjacent to their rooms which encourages their independence skills. Younger children develop their understanding through watching others, discussion and through positive role modelling of the adults. The children are protected from infection through excellent hygiene routines which are practised throughout the nursery. For example, different coloured cloths are only used for cleaning certain areas, staff wear protective and disposable clothing when changing children's nappies. There are clear and informative charts within the toilet areas and nursery to ensure these procedures are followed.

Children's health and hygiene is very well maintained through procedures of exclusion for certain forms of illness. If children are taken ill then staff ensure they are made comfortable until such time as they are collected. First aid and emergency procedures are well documented in the appropriate forms which are signed where possible by the parents. A high level of staff hold first aid certificates, so they ensure all incidents are dealt with effectively. Staff have a good awareness of practice and procedures to ensure any accidents are dealt with appropriately ensuring the best interests of the children are maintained at all times.

Children's sleep and rest patterns are built into the nursery routine. Babies' routines are discussed with parents and where possible the nursery continues with these routines. All children throughout the nursery have their own bedding which is laundered on the premises ensuring cleanliness and hygiene is maintained. Although most of the children receive fresh air throughout the day with outside play, babies do not have regular access to fresh air which is not fully meeting their needs.

Children benefit from a healthy diet where all snacks and meals are nutritious and freshly prepared on site. Menus are devised on a four weekly rolling programme which incorporates vegetarian options. Children who have special dietary requirements are well catered for, their details are displayed up in the kitchen and in the rooms in which they attend, ensuring their needs are met. Children's independence is encouraged throughout the nursery with easy access to regular drinks of water. During snack times older children are encouraged to pour their own drinks and help themselves to fruit and biscuits which are on offer. At meals times children who are able to are supported in feeding themselves, with supervision from the staff.

Children enjoy a good range of stimulating activities and equipment to promote a healthy life and their physical development. Staff use 'Birth to three matters' framework to offer younger children planned physical activities both inside and outside of the nursery. However, babies are not taken outside frequently to play in the fresh air. Children have good opportunities to explore, experiment and develop their physical skills such as, pulling themselves up on furniture, crawling and using push along toys to aid with their walking skills. The older children also have extensive opportunities to develop their self confidence in their physical skills as they join in with a wide range of activities both inside and outside. Children clearly enjoy using the garden in all weathers to enhance their physical skills and imagination. This activity produces lots of laughter and interaction with one another as they run around, use sit and ride toys, climb and slide down on the climbing frame. They enjoy looking at their natural environment with staff and their peers. Children are given very good support from staff who are on hand to guide and assist when required, such as helping to climb up a rope ladder on the climbing frame. Inside the children have opportunities to use their finer movement skills such as building towers with bricks, playing in the sand, younger children feeling and exploring a tray of oats and painting.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children's safety is paramount to the organisation of the nursery. Staff are fairly vigilant when recognising hazards and take positive steps to minimise these. Risk assessments are carried out and all the staff share in the responsibility for keeping children safe. Staff practice evacuation procedures with all the children on a regular basis. Fire notices are on display for everyone to see. Children's safety and well-being is positively promoted in the nursery through a secure entry system used by parents and visitors and staff being vigilant inside and outside at all times. This includes a system of visitors signing in when they come to the nursery. Children are protected as parents have to buzz an intercom system to gain access to the building.

Children use a broad range of safe, developmentally appropriate toys, furniture and equipment. These are extensively organised throughout the setting in child height storage units to encourage children to become independent and gain safe access to their resources. However, some children use floor mattresses that are not in a good state of repair. This potentially compromises their health and safety. Children are grouped in rooms that are age appropriate which allows them to be safe and secure from possible knocks inflicted by more mobile children. In all the rooms children are encouraged to help tidy toys away and notify an adult if something is broken. Sensitive reminders by staff encourage children to share in their responsibility for their own safety and that of others. The inside play areas are spacious, bright, airy and well-organised within most of the rooms making it a happy and relaxed environment for the children. Outside most of the children have suitable access to a fully enclosed area that is monitored at all times by staff. However, the babies do not frequently use the outside play areas. This lack of outdoor experience for them means that their physical needs are not being fully met. Within this area the children have a good variety of equipment that enables all areas of their physical development to be challenged.

Children are protected by staff who generally have a clear understanding of child protection policies and procedures. However, some staff lack knowledge and understanding of these

procedures in order to fully safeguard children in their care. Any concerns raised by staff are appropriately reported to senior staff. Suitable documentation is in place to support any further action. The nursery has a regular training programme in place to update staff knowledge and understanding.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, contented and secure throughout the nursery. They confidently access the stimulating and challenging range of activities and are forming secure relationships with staff and other children. Staff are beginning to get an awareness of the 'Birth to three matters' framework and this has a positive effect on the younger children's enjoyment and achievements. Staff plan activities in line with this framework and are gaining knowledge about what children can learn. Babies and young children receive lots of cuddles and have developed strong bonds with their key worker which increases their sense of well-being and contentment. Children have fun playing in the home corner converted to a garage, using toy tools to fix a bike. They are clearly able to use their imagination and exploration skills. Children develop their communication skills as they respond to others around them. With the use of verbal and non-verbal language they make their needs known to staff who are adept at interpreting these needs. Younger children are animated and eager to take part in the activities. Their mobility is extended through first hand support offered by staff as they move freely and easily around the rooms.

Children exhibit high levels of confidence and security and this is achieved by the consistent support and direction of staff. Older children are able to resolve their differences when any conflicts arise. They are encouraged to talk about it and find their own solutions. This provides children with tools to become aware of the needs of others and negotiate differences. Younger children often seek out staff to share experiences with or to gain support for an activity.

Attractive displays all around the nursery give children pride in their work. Staff throughout the nursery make the experiences enjoyable and meaningful for the children which in turn aids their confidence to participate. Children are receptive to the constant praise and encouragement that is provided by staff. This has a clear impact on their self-esteem and encourages them to try new tasks and participate in activities. Children of all ages and abilities develop a concept of counting, recognise shape and colour through the well planned and managed activities on offer.

Nursery Education

The quality of teaching and learning is satisfactory. Some staff have a secure knowledge of the Foundation Stage. However, due to recent movement between rooms not all staff are secure in their knowledge of the Foundation Stage. This therefore limits the delivery of play based activities linked to the planning and overall balance across all six areas of learning. Children are beginning to make progress in most areas of their learning, however, staff are not fully secure in their knowledge of the children's starting points, so do not always challenge their learning effectively.

Children can easily access equipment and resources to help with most areas of their learning. Mathematics and some areas of knowledge and understanding of the world, especially cultural awareness is not fully extended within the planning or resources available to the children, therefore their learning in these areas is limited.

Children work well together. For example, taking turns on the computer, where they use a large egg timer to let them know when their turn has come to an end and it is another child's turn. They also know how many children can play in the role play area as they are encouraged to count up to and be aware of the designated number. This help them learn about time, how many can play at an activity and encourages sharing with others. Children confidently chat to each other, the staff and visitors. There are suitable opportunities for the children to access books, mark making materials and some children who have started school part-time are able to write their names without support.

Children have opportunities to develop their creative skills through art and craft activities, pretend play, such as making a telescope out of crayon beakers, construction such as Duplo and bricks. One child looking very pleased with their tower said to another 'look how big it is'.

A flexible approach to planning and a balance between adult and child-lead activities allows children to learn at their own pace. Sufficient systems are in place to observe, monitor and record children's achievements. However, not all planning for the next steps in children's learning is effective, this potentially compromises children's progression in their learning.

Helping children make a positive contribution

The provision is satisfactory.

Children are valued as individuals and those with learning difficulties and or disabilities are welcomed into the setting. They are beginning to understand right and wrong through positive interaction from the staff. They are familiar with the routines and have a clear understanding of the rules. They behave well and are courteous to one another. Children receive praise and encouragement as they complete their tasks. All children actively join in helping staff tidy away equipment at the end of a session.

Children are beginning to learn about customs and cultures of others, through celebrating some festivals and using some resources and play materials that reflect the diverse society in which we live. However, planning does not clearly reflect how these are used to expand and develop children's learning. Children learn about living things such as growing strawberries and looking after the pet guinea pigs and African snails. Children's spiritual, moral, social and cultural development is fostered.

The friendly and open attitude of the setting promotes the positive relationships between staff and parents. This has a positive impact on the children's sense of well-being and security within the setting. The nursery has a secure and robust system for the recording and sharing of complaints.

Partnership with parents and carers is satisfactory. Children benefit from the relationships and informal contact between their parents and staff. Parents are warmly welcomed into the nursery

where staff are on hand to discuss any issues and share information. The notice boards within the foyer have some useful displays and leaflets for parents. However, there is insufficient information for parents about the Foundation Stage and they do not have sufficient detail about their children's progress and learning achievements. This means that parents are not fully informed to enable all to work together to support the children's learning. Parents are given daily verbal feedback about their child.

Organisation

The organisation is good.

Staff have a high regard for the children's well-being, the majority are qualified and all are suitable to work with children. They are kind and caring and enjoy good relationships with the children who turn to them for support and comfort.

Children are cared for in a well-organised welcoming environment that is clean, attractive and well-maintained. They receive good support through effective deployment of staff and consistent implementation of the setting's comprehensive policies, procedures and daily routines, including a clear procedure to record complaints or concerns. These are regularly reviewed to ensure they meet the needs of the children and the provision. The 'Birth to three matters' framework is used to effectively plan for the younger children's needs.

Leadership and management of nursery education is satisfactory. There are effective recruitment and induction procedures in place to ensure children are cared for by suitably vetted staff. The manager is motivated and works with the staff in all areas within the nursery. There is a rolling programme for staff training and improvement, which is reviewed during yearly staff appraisal meetings. Staff meetings and room-planning meetings are regularly held to plan children's learning within the Foundation Stage. However, the organisation of resources and teaching strategies in maths and knowledge and understanding of the world, especially looking at diversity do not fully meet children's learning needs. Planning does not clearly incorporate children's starting points or where their learning will be challenged. There is no devised system for the liaison with parents to encourage further learning at home. Therefore children's learning within the Foundation Stage is not fully effective.

Overall the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the provider agreed to develop staff knowledge and understanding of child protection issues. Whilst some staff have increased their knowledge and understanding of child protection issues, not all staff have sufficient understanding which potentially compromises children's safety.

At the last nursery education inspection the provider was asked to consider the following points. To maintain pre-school staff confidence to provide them with opportunities to increase their knowledge and reinforce their understanding of the stepping stones and early learning goals. This has been partially met. However, some staff are not that confident or sure of the Foundation Stage, which may compromise the children's learning and further development. The provision was

also asked to keep all pre-school staff up-to-date with the process used to identify special educational needs. The nursery deputy is the special educational needs co-ordinator and other staff are to attend training, so they can share information with their colleagues.

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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

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 resources are suitable and well maintained (this refers to torn mattresses) and ensure babies sleep and play routine are suitable to meet their needs
- ensure all staff have a sound knowledge and understanding of child protection issues and procedures
- ensure planning reflects how children's learning of diversity is extended to further their knowledge and understanding.

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):

- ensure all areas of learning are covered equally, this refers specifically to mathematics and knowledge and understanding of the world
- ensure staff are aware of children's starting points enabling their learning to be challenged and progressed
- ensure information for parents and carers enables them to be involved in their children's learning in relation to the Foundation Stage.

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