

Just Learning Nursery

Inspection report for early years provision

Unique Reference Number	EY152321
Inspection date	25 April 2007
Inspector	Christine Ann London / Pauline Margaret Todd
Setting Address	Delft Way, Off Amsterdam Way, Norwich Airport, Norwich, Norfolk, NR6 6DA
Telephone number	01603 788814
E-mail	
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 good.

WHAT SORT OF SETTING IS IT?

Just Learning Nursery, Norwich is part of the Just Learning Limited national chain of day nurseries. It opened in 2002 and operates from purpose built premises set in an urban area on the outskirts of Norwich. There are 10 playrooms for children of different age groups with all children having access to fully enclosed outside play areas. A maximum of 112 children may attend the nursery at any one time. The nursery is open each weekday from 07:30 to 18:00 and only closes for bank holidays.

There are currently 131 children aged from four months to under five years on roll. Of these 41 children receive funding for nursery education. Children come from a wide catchment area, as many of their parents travel in to work in the city. The nursery supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The nursery employs 28 staff. Twenty-one of the staff, including the manager, hold appropriate early years qualifications. Four staff are working towards a qualification. The nursery receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are provided with nutritious, balanced meals and snacks which are properly prepared on the premises. They enjoy eating sausage meat pie and vegetables at lunch time and pancakes with fruit at tea time. The nursery is in the process of reviewing their menus to make sure their meal ingredients meet the needs of all the children. Those with allergies and preferences, for example, peanut content, no pork, have their needs met appropriately because the parents have provided the setting with detailed information. Babies sit in high chairs or bouncy chairs to be fed. Some are beginning to feed themselves using their fingers and spoons. Children of all ages have access to water to ensure they drink sufficient amounts to keep them healthy. The setting enables children to learn about healthy living through a range of interesting activities that develop their understanding of what foods are good for them. For example, discussion around drinking water instead of fizzy drinks with staff acknowledging that small amounts of fizzy drinks are not too bad, but that water is the more healthy option.

Babies and toddlers can practise and develop their independence physically and emotionally. They are active and acquiring suitable control over their bodies, for example, they crawl around the room, attempt to walk holding onto staff's hands, and staff place toys just beyond their reach to encourage them to stretch. Toddlers use slides, the climbing frame, the soft ball pit and the wooden train when they play outside. Babies sleep in travel cots according to their individual routines. However, young children are not provided with a comfortable, safe and accessible place to sleep or rest as they want to. They all sleep on mattresses on the floor of their rooms after lunch which does not promote flexible routines or children's well-being.

All children have good opportunities to experience physical activity. They have a positive attitude to exercise and enjoy playing outside. They pedal and push themselves along on ride-on toys, run around and enjoy playing with the balls. They demonstrate suitable spatial awareness when moving around, for example, when pushing their dolls in buggies in between other activities. Children are aware of obstacles so as not to run into things or each other. They develop their skills by using a wide range of equipment that provides challenge. Children climb rope ladders as well as steps to access the slide. Cargo nets encourage them to develop their awareness of space. Staff verbally encourage and support children to have a go at these different approaches to the slide and climbing areas. Children are developing competent manipulative skills. They use scissors to cut paper and use glue spreaders when being creative. Older children are able to fulfil their own needs with regard to rest and relaxation, as there are rest facilities provided for them in their rooms. However, due to the condition of the soft furnishings this is not an inviting area for the children to use.

Children are learning how to keep themselves healthy. Older children are becoming increasingly independent in their personal care, for example, they use the toilet and hand washing facilities independently. Staff give children detailed explanations as to why they need to wash their hands 'to get those germs off'. Children are learning how to use soap and water to wash their hands properly to prevent the spread of infection. Children help themselves to tissues to wipe their own noses and learn of the need to dispose of the tissues in the bin following use. Staff follow satisfactory practices when changing nappies. Staff encourage children who are in the process of toilet training to use the potties and low, child-sized toilets.

Children's medical and health details are clearly recorded, for example, asthma. Yellow cards indicate to staff working in the room that a child with a medical condition is present. Written permission is obtained from the parents to apply cream and lotions. For example children having cream applied for eczema. A staff member wearing gloves applies cream. The children are comfortable with the routine, lifting shirts to assist the staff member and lifting arms and legs as necessary while continuing to listen to the group story. Staff follow effective systems which enable children who are unwell to be cared for appropriately. A sickness policy and exclusion times are in place for parents to readily access. Sufficient staff have current first aid knowledge to ensure children's well-being in the event of an accident and detailed records are kept.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in premises that are safe and suitable. They benefit from being cared for in warm and welcoming rooms. There are colourful displays of children's work and posters on the walls. There is good use of mobiles and paper hanging from the ceilings in the baby rooms and nappy changing areas. Children use a range of equipment that is appropriate for their needs and conform to safety standards. They use furniture which is appropriately sized, for example, nursery chairs, bouncy chairs and rings for babies. However, some toys are not in a good condition or sufficiently clean to ensure children are interested in and want to play with what is available. Items such as the 'small world' play houses, garages and role play kitchen look dirty and dull. Some of the equipment is not well maintained to promote children's well-being. Cots are worn around the rims, plastic beakers are scratched, cushions and soft furnishings are uninviting to use and baby play materials look faded and tired. There is a satisfactory range of resources which are accessible from low storage units and trays to encourage self-selection and independence of older children, for example, magnets, small world, craft materials and construction.

Children are kept safe because staff are vigilant. They remind children not to put knives in their mouths, to sweep up the sand around the sand tray to ensure the floor is not slippery. Staff compensate for the dry, hard ground outside by providing a selection of blankets for the children to play on. They also provide a canopy to allow a shaded area for the younger children to play in safety. Regular risk assessments and daily checklists are used to identify potential hazards and minimise risks for the garden and indoors. Parents complete a consent form for outings to ensure they are informed and that children have permission to leave the premises with suitable adults. Procedures for fire safety are simple and clear and staff understand their responsibilities and roles in the event of a fire. There are effective procedures regarding entry to the building to keep children safe.

Children's welfare is adequately safeguarded because staff have a sound working knowledge of child protection procedures. They are aware of their responsibilities towards the children in their care and have attended training to update their knowledge. Relevant documentation and details of the referral routes are displayed.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children's welfare is promoted well because they take part in activities and play opportunities that develop their emotional, social and intellectual capabilities. They are happy and well settled. They play with a selection of toys which are put out for them, for example, books, puzzles,

small scale imaginative play, sand and construction equipment. Children of all ages enjoy playing outside.

The staff use the 'Birth to three matters' framework to promote positively the development of babies and young children. Most children choose from a range of play equipment including construction, shape sorters, stacking blocks, rattles, spinning tops, telephones and large threading. Babies enjoy pressing knobs to make different noises, they smile when they see themselves in the mirror and are content to lay under the baby gym and watch the other children. The children aged 16 months to two years play with 'small world' toys, sand and mark make at the table using wax crayons. However, there is limited choice for this age range and children become bored and do not always play purposefully. Two-year-olds happily play with sand, small world toys, musical instruments and construction equipment. They enjoy their role play, for example, using the cooker and play food in the home corner and a child carefully put on the gloves to fix the car. Key workers undertake regular observations of the children to gauge their progress. They record significant moments and use photographs and examples of children's work well. The learning stories go with the children to their next room. Staff choose a target child for each week. They gather information from parents regarding their main interests and favourite toys, books and songs, for example, balls and balloons. They use this information to plan activities for the week around the elements of the 'Birth to three matters' framework.

Staff position themselves on the floor to play with the babies. There is good eye contact, use of facial expressions, smiles and lots of cuddles which help children to form positive attachments. Staff lay on the floor to read stories to the children. They sing rhymes and songs while they are waiting for the lunch to arrive. Young children are encouraged to become vocal. They say 'Mummy and daddy go home'. Babies use gestures and words to communicate their needs, they say 'cup', 'water' 'more'.

Nursery Education

The quality of teaching and learning is good. Staff help children to feel secure and support them to learn new skills, for example, to use their memory to remember the items the caterpillar ate. The staff working with the funded children are enthusiastic about learning and try to make the activities interesting for the children. They place dolls with the clothes and pushchairs. They use planning which clearly show the purpose of the activities. They detail the vocabulary to be used and the questions to be asked to further children's thinking and challenge the more able children. They use individual sheets for each child which makes sure planning is linked to children's achievements. Staff observe children regularly which contributes to their assessment records. Examples of children's work and photographs are kept in a scrapbook to share the children's progress with their parents. Regular parent evenings are held to ensure all parents have adequate time to discuss their child's progress. Parents are included in their child's assessments on a weekly basis.

The staff help children to focus and persist for some time, for example, when reading stories and completing computer programmes. Children show a willingness to solve problems, for example, they find the correct piece for the puzzle and work out how to change the disc in the computer. They are developing a positive sense of themselves because they are given opportunities to talk about their home and community. Children have opportunities to initiate their own activities and play experiences. For example, staff agree to the cookery activity requested by the children. Children interact readily with others. They are confident to initiate conversation, observed during lunch time, when a child said he loves the strawberry dessert because he loves strawberries other children join in with their likes. They recognise the initial

sound of their names and recognise familiar words such as the door and window. During story time, they join in with the words and answer questions. Children recall the story of the Hungry Caterpillar when they see a butterfly out in the garden. More able children attempt to write their names and others write letter shapes and circles during their drawings. They undertake a variety of enjoyable, practical activities, for example, puzzles and board games, and confidently use numbers. Staff use some mathematical language such as taller, smaller and little and measure the length of various items in the garden. However, sometimes opportunities to extend children's learning through every day spontaneous activities are missed. Children have opportunities to explore the natural world, for example, they find bugs in the garden. They experience cutting, joining and building using glue and sellotape, for example making rockets. They have on-going opportunities to use everyday technology. Children see photographs which remind them of past events and are able to take pictures themselves using the camera. Children learn through using their senses. They say that the 'plates are hot'. They explore colour when playing with the 'popoids' and using paint and chalks. Children move rhythmically as they listen to the music and enjoy singing familiar songs. Children use their imagination well when recalling stories, when acting out the story of the Three Little Pigs. During their role play they enjoy dressing-up and pretending to be parents.

Helping children make a positive contribution

The provision is good.

Children develop their self-esteem and confidence because the staff give them regular praise, for example, they say 'well done' for giving out the plates at snack time, 'good boy' for returning drinking beaker to the tray and 'clever boy' for developing the spontaneous measuring activity. The staff member gives positive praise and encouragement to the children for remembering the Hungry Caterpillar story so well. There are many opportunities for babies to be valued, cuddled and comforted, and their personalities recognised and affirmed. Staff treat children with respect and their differences are acknowledged. For example, children are made aware that some children may be left handed this is prompted when using the placemats at lunchtime. Staff handle situations sensitively, for example, when children spill drinks they say 'whoops a daisy' and encourage older children to deal with their spillages themselves. The management liaises well with all parents to ensure that children's records contain sufficient information to enable appropriate care to be given. For example, the use of comforters. Children with additional needs are welcomed into the setting and helped to take part in activities alongside their peers. They receive appropriate support to promote their welfare and development.

Children are developing a positive attitude to others by using a suitable range of resources. For example, books, puzzles and dolls, which reflect positive images of race and culture. The environment promotes an awareness of cultures. There are displays, posters and photographs especially in the corridors around the rooms used by the older children. The spiritual, moral, social and cultural development of children is fostered. They play together cooperatively, share the play equipment and are well-mannered. They say 'yes please' and 'thank you' at snack and meal times. They share the toys and play equipment well, for example, the use of the tape measure and take turns using the computer. They have planned opportunities to learn about themselves and the local community. They walk to the local airport and shops.

Children's well-being is promoted by the positive relationships which have developed between staff and their parents and carers. Children are collected from their rooms and there is a useful exchange of information. For example, when a father collects his two children from separate rooms he takes a seat in the baby room whilst staff member collects their things together. Notes are shared regarding sleep, nappy changes and how they have been. Young children are

supported to deal with the separation from their parents. They are developing a close relationship with their key worker. Regular newsletters inform parents of the themes and activities being held in each of the rooms, for example, babies and cars. They receive the necessary information to enable them to make a complaint or raise any concerns they have about the nursery with the manager.

The partnership with parents and carers is good. Parents receive sufficient details about the setting when they first join and gain clear information about the early learning goals and nursery curriculum from reading the information pack and prospectus. These explain to them that the children are working towards the early learning goals to give them a secure foundation for later learning. Ongoing information is shared through displays of children's work. Parents feel well informed about their child's progress. They take home weekly assessment sheets which form part of their learning story. Parents' evenings are held at least twice a year. They feel equal partners in their children's learning because there is good communication between them and the staff on a daily basis. Parents say they are happy with their children's progress and know staff well enough to discuss sensitive issues with them.

Organisation

The organisation is satisfactory.

The organisation of the nursery promotes the welfare and development of all children. The nursery follows appropriate recruitment and vetting procedures to ensure that staff are suitable to provide care for children. There are satisfactory arrangements to make sure children are not left alone with anyone who has not been vetted. The staff team work well together to meet children's individual needs. Relevant induction procedures ensure that new staff are aware of their duties and responsibilities. Additional support staff, such as cooks and cleaners, are employed. Staff take part in quarterly development meetings and yearly appraisals to identify their training and development needs. An effective key worker system is in operation.

Satisfactory use is made of staff, space and resources so that all children are cared for and supported during their time at the nursery. At most times there are sufficient staff working directly with the children and they are grouped so that they feel secure and confident with the adults looking after them. The arrangements for registration show when children, staff and visitors are present.

Management and staff keep appropriate documentation which is stored confidentially and ensure the safe running of the provision. Comprehensive policies and procedures are effectively implemented to promote all outcomes for children. These are available to staff and parents within the entrance hallway. They are reviewed regularly and well presented.

The leadership and management is good. There is a system in place to monitor and develop the provision to ensure that all children make sound progress towards the early learning goals. Senior staff have a good understanding of the Foundation Stage and the way in which to implement this with the children. Useful guidance is given to staff members on induction training. They are flexible to include and work from children's interests and support children in a variety of ways of learning. For example, the cooking activity undertaken at a child's request. There are clear aims for the nursery which are stated in their policy document. Overall children's needs are met.

Improvements since the last inspection

At the last inspection, the nursery agreed to ensure resources are utilised to provide children a range of materials that show positive images of people of all races, cultures and abilities.

This has been undertaken and the play equipment available to children now reflect the sound practice of the nursery. Children are being helped to develop a positive attitude to others and the wider society.

This is the first nursery education inspection.

Complaints since the last inspection

Since 1 April 2004 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 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):

- develop effective procedures to improve the cleanliness and condition of toys, equipment and soft furnishings throughout the nursery
- provide comfortable and accessible rest and sleep facilities for children to use when they want to, to encourage flexible routines for children aged between 16 months to three years
- provide a further range of stimulating play experiences and activities for children aged 16 months to two years

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):

- improve the current system to ensure children's starting points are identified and used to inform planning and assessment of their individual progress
- make further use of opportunities as they arise through every day experiences to continue children's learning

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