



Just Learning Nursery

Inspection report for early years provision

Unique Reference Number	305957
Inspection date	08 November 2006
Inspector	Pauline Pinnegar
Setting Address	Myton Road, Ingleby Barwick, Stockton-On-Tees, TS17 0WA
Telephone number	01642 751111
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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 Nursery at Ingleby Barwick, is part of the Just Learning chain of private day nurseries. The nursery has been registered since January 1997. It is located in a purpose built single-storey building situated in the Ingleby Barwick area of Stockton on Tees. It serves the local and surrounding area. The nursery operates from 10 activity rooms and has a secure outdoor play area. A maximum of 100 children may attend the nursery at any one time. The nursery is open Monday to Friday, from 07.30 to 18.00 all year round excluding bank holidays.

There are currently 188 children from five months to 10 years on roll. This includes 14 children receiving funding for nursery education. Children attend from the local community and surrounding areas. The setting supports children with learning difficulties and/or disabilities.

There are 22 staff employed to work with the children. Ten members of staff have early years qualifications and seven members of staff are working towards qualifications. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enjoy physical activity both indoors or outdoors each day. They play running and chasing games outdoors, and older children develop good balancing skills using the tyres and when playing the egg and spoon game. Children also love to clamber on and off the train and the climbing frame. They also love to play the 'hopscotch' game, and have fun with parachutes. Indoors, all children use the multi-purpose area to dance to music, negotiate obstacle courses and play football. Pre-school children enjoy movement sessions to 'funky monkey' and 'sticky kids'. School age children enjoy team games outdoors. Toddlers have sturdy toys to push along to support their developing mobility and their own safe space to explore and extend their physical skills. Children also regularly walk to the local park and take part in shopping trips to the local supermarket.

Children are cared for in a clean and well maintained environment. Staff systematically implement health and hygiene guidelines and ensure parents understand about unacceptable illnesses, so that children are protected from infection. Staff talk to children so that they learn good hygiene practices through their daily routines. Tables are cleaned with anti-bacterial spray before meals and snacks and children are reminded to wash their hands after handling the pets and before meals. Children are learning why it is important to brush their teeth after meals. Older children become increasingly independent in attending to their own individual needs, as they visit the toilet independently and put on their own coats. Staff are vigilant in ensuring that arrangements for first aid and administering medication are clearly agreed with parents in order to protect children. Babies enjoy lots of cuddles and gentle conversation and staff respond appropriately to meet children's needs for sleep and rest. Key staff liaise closely with parents to establish a shared understanding about their child's care needs and to support consistency as they move through the nursery.

Children are well nourished and enjoy a varied menu of freshly cooked, healthy food. Healthy eating topics have been explored by children and this is reinforced by displays of healthy eating posters and resources. Older children are able to express their likes and dislikes, make choices and serve their own meals. In the out of school club children contribute their own suggestions to menu planning in consultation with parents. Children are offered a choice of milk or water and older children can access drinks independently from either their own bottles, cups or the water dispenser.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in safe and secure premises. Comprehensive health and safety procedures are implemented effectively to ensure children's safety. Staff clearly understand their role in

keeping children safe. Children are protected from potential hazards as staff carefully check the premises daily and take appropriate steps to minimise risks. They are cared for in an environment where staff confidently balance freedom and safe limits, so that children develop good levels of independence. Children learn to keep themselves safe as staff involve them in daily discussions and teach them safe practice. For example, they know they must watch carefully for other children when riding the bikes fast and to use scissors safely. Staff teach children how to use equipment, like the climbing frame, safely. Children who attend the out of school provision know how to behave sensibly on the bus always keeping their seat belt fastened, and know the routine for being collected from school at the end of the day. All out of school children wear safety tabards when walking. They have lots of discussions about road safety before they go on outings. A fire drill is practised regularly to raise children's awareness of safe emergency evacuation procedures.

Children learn to use the safe space to enjoy a good variety of activities. A wide range of safe good quality toys and play materials are used. Children are able to access the resources independently. Resources are presented at floor level with clear areas created for different types of play. Children play and learn in an environment that is bright and welcoming. Children's work and photographs are displayed attractively.

Children are cared for by staff who give high priority to protecting children and keeping them safe. All staff access appropriate training opportunities and comprehend their responsibilities within child protection. The child protection policy reflects current guidance and all the required records are kept appropriately. This ensures that children's welfare is fully safeguarded.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Staff have introduced the use of the 'Birth to three matters' framework to enhance the daily play experiences of the younger children. Babies and toddlers are content as they learn to share, and enjoy being with others. Staff observe them carefully and talk frequently to parents so they know their likes and dislikes. All activities and play experiences are evaluated by staff, and detailed assessments of children's achievements inform planning the next steps in their development. Babies and toddlers enjoy lots of cuddles and children have warm and trusting relationships with staff and each other. Staff listen to children, interacting warmly to both verbal and non verbal communication. Caring relationships, attentive support and warm interactions give babies and toddlers reassurance as they happily explore the stimulating nursery environment.

Younger children are very settled and secure. However, in the pre-school room children's individual needs are not always effectively supported. As a result, the provision for care learning and play is not as effective as the other areas within the nursery. Activities are not always adapted to meet children's individual needs. The play environment for all children is planned well to encourage them to access resources independently and plan their own play. They have free access to exploratory and creative play, such as sand, water, crafts and painting, which allows them to experiment with different media. Children use their imagination well in small world play, pushing the dolls in the pushchair and pretending to make meals with the tea set. Their fine motor skills develop as they roll and cut out play dough. Children enjoy listening to

their favourite stories and singing rhymes and toddlers enjoy taking part in the puppet show. In the out of school club activities are mostly child- led. Children devise their own programmes of activities which include computer games, drawing, collage, film reviews and snooker. Children recently enjoyed a trip to Stewarts Park to collect materials for their autumn pictures.

Nursery Education

The quality of teaching and learning is satisfactory. This helps children make sound progress towards the early learning goals. Staff have a secure knowledge of the Foundation Stage curriculum and planning ensures that children enjoy a broad range of activities and experiences. However, planning and assessment does not take into consideration the differing needs of some children to ensure their specific needs are being met. As a result activities are not adapted effectively with clear differentiation. The rooms are well arranged to include all areas of play, and plenty of labelling, numbers, friezes, displays and nicely presented children's art work promotes a stimulating learning environment. The easily accessible, labelled equipment helps children to be able to see what is available, which promotes free choice. There is a balance of both child-led and adult-initiated activities resulting in children having opportunities to make their own decisions about play.

Children are developing good communication skills, they communicate well with staff and each other, holding conversations for extended periods of time. They confidently join in with familiar nursery rhymes and link sounds to letters well through the use of jolly phonics. Children enjoy looking at books and frequently ask adults to read them stories. Books are presented attractively which encourages children to access them independently. Children hold pencils correctly and some form recognisable letters. Children attempt to write their own names in the mark making area, however, this is not extended well to other activity areas in the room. Mark making when readily available encourages children to use writing for a purpose, for example, as they compile menus in the restaurant. More able children copy words from cards and use writing materials with increasing skill.

Children are generally enthusiastic and interested. They use initiative as they make choices, concentrate well on activities they enjoy and persevere to complete activities. They are becoming confident communicators and happily share their own ideas and experiences; they use language to describe, recall and explain their ideas. Some children are gaining an awareness of rules and boundaries, for example, they help to tidy up and share the toys. However, others disregard the rules, for example, they push each other when lining up and do not sit to eat their lunch sensibly. Children count and use numbers very ably in everyday activities; they count all the children at the lunch table and structured activities using the number line. They use comparative language confidently in their construction play and know the names of many shapes; they work out how to solve problems in everyday play. They participate often in number rhymes and games, actively exploring big and small.

Children become very interested in the world around them. They learn about the seasons, changes in the weather and growth as they plant flowers. Children have lots of opportunities to explore and investigate natural materials and other materials such as jelly and pasta. They learn about the wider world and other cultures as they find out about how people celebrate festivals. They currently enjoy role play with the 'international restaurant' exploring foods from

other countries, such as pizza and baguettes. Children's design skills are developing very well as they build and construct cars and use junk modelling to make Chinese dragons. Children use a computer confidently and control the mouse well while completing a simple programme. Children develop their fine motor skills well as they use a range of tools, such as scissors, brushes, pens and pencils.

Helping children make a positive contribution

The provision is satisfactory.

Children enjoy warm and caring relationships with staff, who work closely with their parents to find out what is important to them. Children know they are valued as staff listen to what they say and find out about their interests. Staff offer support and reassurance so that children feel secure and content in the nursery. Children are welcomed into the setting and participate in all activities. They access a varied range of activities and resources which increase their awareness of diversity and they develop a positive attitude to others. Children learn about the local community as they take part in outings and receive visitors to the setting, for example, they have visited a local church, park and supermarket. The nursery has clear procedures in place to support children with physical disabilities and learning difficulties. The named coordinator has completed relevant training. Children are encouraged to make choices and decisions as they plan their own play. This approach means that children's spiritual, moral, social and cultural development is fostered.

Younger children are appropriately supported to understand responsible behaviour because staff work to their policy, by calmly implementing suitable behaviour management strategies at all times. However, at times, and because of the differing needs of children in the pre-school room their individual needs are not always well supported. This results in disruptive behaviour effecting the smooth running of the session. Some children respond negatively to boundaries set by the staff within the setting. The out of school have developed their own rules and these are proudly displayed.

Staff have established successful relationships with parents of younger children which enables them to effectively meet individual needs. There is a good two-way sharing of information and daily diaries are kept for children, containing details of meals, sleeps and nappy changes.

Partnership with parents in regard to nursery education is satisfactory. Parents receive information about the curriculum in the prospectus booklet. Planning information is displayed for parents outside the play room. Not all parents are aware they can access their children's development files and information is shared on a six monthly basis formally. This means that it is not always clear to parents how much progress their children are making towards the early learning goals. There are also limited opportunities for parents to consolidate children's learning at home.

Organisation

The organisation is satisfactory.

Recruitment and vetting procedures ensure that children are well protected and cared for by staff who have a knowledge and understanding of child development. The nursery organisation pay good attention to vetting procedures and carry out thorough and detailed checks with their new staff members. Clear induction procedures ensure that all staff are fully informed about all aspects of the nursery as well as the policies and procedures. Staff are well organised and are given designated responsibility for important practical tasks within the nursery. All required documentation, which contributes to children's health, safety and well-being is in place. However, the complaints procedure has not been updated to include the regulator's address. Parents' wishes regarding their child's care, influence day to day practice and clear written agreements are recorded regarding all issues.

The nursery environment is organised well to promote children's welfare. Daily routines are planned appropriately to respond to children's varying needs and interests. However, at times the organisation of the lunch time routine within the pre-school room does not always ensure all children are fully supported and has a negative effect on their behaviour. This is because children become bored, restless and disruptive when they are waiting for activities after lunch, or they are kept waiting for unreasonable lengths of time for their meal to arrive.

The leadership and management of the nursery education is satisfactory. Priority is given to ongoing self-evaluation. Procedures to appraise staff development needs and encourage access to training are clearly established and used effectively to enhance children's experiences. Systems to monitor the effectiveness of teaching in helping children make progress are in place and are beginning to be used to identify issues for development. For example, staff identify the need to develop clearer systems to monitor children's progress and new documentation is about to be used.

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

Improvements since the last inspection

At the last inspection the provider was asked to; request written permission from all parents to seek emergency medical advice or treatment; ensure that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice.

All parents now have given their written consent for emergency treatment which contributes to ensuring children's safety and welfare should an accident take place. Children have access to a varied and broad range of activities and resources which reflect positive images of diversity.

With regard to the nursery education provision the provider was asked to; extend the programme for physical development so that it builds on existing skills and develops new ones particularly in respect of large equipment incorporating children's awareness of changes in their bodies; provide suitable resources for younger three year olds to extend their creative development in role play; develop the programme for knowledge and understanding of the world to include opportunities for children to learn about and use everyday technology to support their learning.

The programme for children's physical development now includes lots of opportunities for them to develop both their gross and fine motor skills. Activity planning now includes opportunities for children to discuss the changes in their bodies following exercise. Children play with varied resources in the role play area which promotes their creative development and their imagination. Planning now includes increased opportunities for children to access everyday technology, such as the computer. They now complete simple programmes on the computer and use a range of programmable toys.

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 complaint record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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):

- monitor the provision for care learning and play provided for pre-school children, to ensure all their individual needs are met
- develop ways to manage the wide range of children's behaviour in the pre-school room to promote their welfare and development
- improve the organisation of the lunch time period in the pre-school room to ensure all children are supported
- update the complaints procedure to include the full details of the regulator.

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):

- extend the opportunities for children to develop writing skills in all play areas

- develop systems for planning and assessment so that activities and delivery of the curriculum are adapted to meet individual needs
- extend the opportunities to share information with parents and carers about children's learning and how they can consolidate this at home.

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