



## Just Learning Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY335554
<b>Inspection date</b>	21 November 2006
<b>Inspector</b>	Sharon Greener
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<b>Registered person</b>	Just Learning Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 at Doxford Park opened in 2006 and is one of over 70 nurseries run by Just Learning Limited. The nursery operates from seven playrooms and associated facilities within a purpose built building. It is situated on a large business park on the outskirts of Sunderland. A maximum of 90 children may attend the nursery at any one time. The nursery is open all year round, each weekday, from 07.30 until 18.00. The setting is registered to provide out of school hours care and a holiday playscheme. However, these aspects of the service have not been operational to date.

There are currently 39 children aged from four months to under eight years on roll. Of these, one child receives funding for nursery education. The children come from a wide catchment area.

The nursery employs 10 staff members. Of these, nine staff hold an early years qualification and two are currently working towards a higher qualification. The setting receives support from the Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children learn about the importance of adopting good personal hygiene practices through regular daily routines. Children hand wash before eating and after outdoor play and visiting the toilet. Staff present themselves as very positive role models to the children and standards of hygiene throughout the nursery are high. Staff are very vigilant during nappy changing procedures. They hand wash thoroughly and ensure that nappy changing facilities are very clean and well organised. This helps to maintain a clean, comfortable environment for the children. Staff implement relevant policies and procedures effectively. For example, staff are fully aware of the action to be taken in respect of a sick child or the administration of medication. There are nine members of staff who hold valid first aid certificates. This helps to minimise the risk of cross infection and to promote and preserve children's good health.

The nursery actively promotes healthy eating. Children are provided with nutritious, balanced meals and snacks, and menus are displayed for the benefit of parent's. Staff discuss in detail with parents information pertaining to children's individual dietary needs, which are very well met. Older children learn the importance of a healthy diet. For example, older children are aware that foods, such as fresh fruit and vegetables are good for them and help them to grow strong. Babies and very young children are able to follow their own feeding routines. All children are able to rest and sleep according to their individual needs. This helps to promote children's welfare.

There are several outdoor play areas provided for use by the children and some wooden static equipment is provided for their use, as well as a suitable selection of age appropriate resources. All children have regular opportunities to take part in a variety of age appropriate physical play activities, both indoors and outdoors weather permitting. Children are very well supported by staff that ensure that children receive sufficient support and challenge. This enables children to test their physical capabilities in a safe environment whilst under the close supervision and guidance of staff. All children benefit from exercise and fresh air which helps to promote their physical development and well-being.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

The premises, equipment, resources are very clean and very well maintained. Appropriate safety equipment is provided and children are cared for in a secure environment. Staff have a good understanding of safety policies and procedures and implement the majority of these very well to safeguard children's welfare. For example, the screening and supervision of visitors, the evacuation of the premises and the management of accidents. In general the routine risk assessment procedures are use effectively by staff. For example, the water temperatures in

children's toilet areas is regularly monitored and outdoor play areas are checked prior to use by children. However, in one playroom the drinks table is located directly next to the computer table. This does not support safety procedures.

Children are able to move around the playrooms freely and independently under the close supervision of staff that are very well deployed. Staff help children to develop an awareness of the need to preserve their safety and that of others. For example, children are given consistent and gentle explanations of rules, such as not to throw toys as they may hurt someone or break. Children respond positively to staff and their behaviour is good.

Staff have a clear understanding of their role and responsibility in relation to safeguarding children and have a good understanding of the nursery policy and procedure. Several staff have completed relevant training. This helps protect children from harm.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Staff build close relationships with the children, who in turn relate extremely well to staff and respond warmly to them. Children initiate conversation readily with staff. They speak willingly of their family, home life and their play activities. Staff listen attentively to children and are interested in what the children have to say. Babies are given lots of eye contact and are encouraged to be vocal. They respond very well to staff with smiles and gurgles. Staff have a thorough understanding of children's individual needs which are very well met. All children have access to a broad range of age appropriate activities and learning experiences, including those of a sensory nature which promote and enhance their learning and development. For example, babies and very young children enjoy exploring gloop, paint, ice and cooked pasta. A baby thoroughly enjoyed exploring a selection of fabrics of different textures and colours and even used a piece of fabric to initiate a game of peek-a-boo with a member of staff. A good balance of adult led and child initiated activities are incorporated into each daily routine. For example, when toddlers were encouraged to examine fresh fruit and vegetables, one child said the cabbage was cold when he touched it and another said the lime was nice when he sniffed it. Children have easy access to resources within the constraints of safety. They are encouraged to self-select toys and activities and do so with increasing confidence. Children's self-esteem is good. They are enthusiastic learners are eager to take part in activities and they make good progress.

### **Nursery Education.**

Children enjoy learning through a variety of stimulating and practical activities and are able to explore and make their own discoveries. They confidently talk, ask questions of staff and listen to staff while involved in activities. This helps to increase their knowledge and understanding of various concepts such as colour, number, shape, the seasons and the weather. High priority is given to promoting children's creative and personal, social and emotional development. They enjoy a variety of activities, such as painting, dough, collage, sand and water play. Children's listening skills are developing very well. This is shown in the way that they listen to others and enjoy stories told by staff. Mathematical, communication, language and literacy skills are very well promoted. Children can count with confidence from one to five. They can recognise and

name some low numbers, such as their age and also simple shapes, primary and several secondary colours. Children understand that text carries meaning and they show a keen interest in written words and letters. They can recognise some letters such as those in their first name and on familiar labels displayed around the playroom are starting to link letters to the correct letter sound. However, there are few opportunities for children to use simple programmable toys and equipment independently. Children's physical skills are developing very well. They have frequent opportunities to practice and enhance their fine and gross motor skills.

The quality of teaching is good. Staff make good use of questioning during play activities and tasks to encourage children to extend their thinking and ideas. Children are able to solve simple problems such as how to join pieces of paper with sticky tape. Staff support children very well & activities and tasks are often repeated so as to reinforce and consolidate children's learning and understanding.

Overall, children make good progress.

### **Helping children make a positive contribution**

The provision is satisfactory.

Staff tailor children admission to the nursery so as to ensure that their individual needs are very well met. Parents are encouraged to take an active part in this process. Consequently, children settle very well and stress is minimised for both children and parents. Staff and children build strong relationships with each other. Children relate well to those less familiar to them and build age appropriate relationships with their peers. Children learn to consider others and their behaviour is good. Children are happy and contented in the nursery environment.

Children have access to a satisfactory selection of resources and activities to help raise their awareness of diversity. However, some aspects of diversity are not as well promoted as others for example, there are few resources that help to raise children's awareness of disability and gender. Staff show a sufficient understanding of equal opportunity and all children are acknowledged and respected as individuals. Staff show a suitable understanding of supporting and caring for children with learning difficulties or disabilities. The nursery has appropriate policies and procedures in place. However, not all staff are fully conversant with the settings record keeping systems or the literature and guidance available for their reference and use. Children's social, moral, spiritual and cultural development is fostered.

Partnership with parents is good. Parents are given good quality written information about the nursery and the policies and procedures in place. Policies and procedures are easily accessible along with other relevant information, such as the registration and insurance certificates, the staff complement, daily routines, menus and activity plans. Comprehensive information about the Curriculum for the foundation stage and the 'Birth to three matters' frame work is clearly displayed for parents information. They receive regular and informative feedback from staff with regards to their child's progress and events of the day. Good use is made of displays and frequent newsletters to keep parents informed of forthcoming topics and events. They are encouraged to play an active part in their children's learning by staff who inform them of songs and stories related to current topics and of activities that they can carry out with their child at home. Respective parents have access to their children's files.

Staff work in harmony with parents who are encouraged to keep staff up to date with pertinent information which may impact upon the care of their child and to ensure parents wishes are met. Verbal feedback received from parents at the time of the inspection was most positive and complimentary regarding the staff and the service provided. In particular they commented upon their confidence about leaving their children in the nursery, the brilliant staff, how well informed they are kept about their child's progress, play activities and general events and how well their children have progressed since attending the nursery.

### **Organisation**

The organisation is good.

The leadership and management is good. The managers are very well motivated and most enthusiastic and they present as a positive role models to staff. Suitable recruitment and selection procedures are in place to ensure the suitability of staff. Staff are very well supported. This is demonstrated through the induction process, regular team meetings, individual supervision and appraisal sessions and the 'open door' style of management. Regular training is provided by staff both in-house and via external agencies. Staff embrace training opportunities which support and develop their practice. They readily review their practice to help improve the education and care given to the children and two staff are currently working towards higher qualifications. Morale is high and staff work very well together as a team. This has a positive impact on the quality of care children receive. The required policies, procedures and record keeping systems are in place and are very well presented and organised. A comprehensive complaints policy and procedure is in place and is shared openly with parents. Staff show a good understanding of the nursery policies and procedures. This is reflected in the operation of the nursery and the quality of service provided.

Playrooms are spacious, very well laid out and child orientated. Children have access to a good selection of resources and activities which they can access easily and self-select. Staff working with children under three years use the 'Birth to three matters' framework very well to support and inform their practice. Staff working with older children show a good awareness of the Curriculum guidance for the foundation stage and the stepping stones and implement it successfully. All staff show a clear understanding of child development. This underpins their practice and ensures that the care and education of the children is of good quality. Children's individual developmental progress is regularly monitor, assessed and record by key workers. This information is evaluated and used very well to shape and inform future plans to ensure that children have access to a good variety of purposeful and developmentally appropriate activities. This promotes and enhances children's development and learning and they make good progress.

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

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

Since the time of registration, 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**

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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):

- following the completion of routine risk assessment procedures ensure that suitable action is taken to address the risk identified within an appropriate timescale in accordance to the level of risk identified.

#### **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):

- provide additional opportunities for children to use simple programmable toys and equipment independently (also applies to care in respect of children over the age of two years).

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](http://www.ofsted.gov.uk)