



Just Learning Nursery

Inspection report for early years provision

Unique Reference Number	EY332752
Inspection date	23 January 2007
Inspector	Mary Van De Peer
Setting Address	Trinity Road, Eureka Science Park, Ashford, Kent, TN25 4AB
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Registered person	Just Learning Ltd
Type of inspection	Integrated
Type of care	Full day care, Sessional 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 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 (Ashford) is one of 74 nurseries run by Just Learning Ltd. It opened in 2006 and operates from seven rooms in purpose-built premises on the Eureka Leisure Park on the outskirts of Ashford, Kent. A maximum of 108 children may attend the nursery at any one time. The nursery is open each weekday from 07:30 to 18:30 for 52 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 92 children aged from three months to under eight years on roll. Of these, 20 children receive funding for nursery education. Children come from a wide catchment area. The nursery is able to support children with educational needs and currently supports a number of children who speak English as an additional language.

The nursery employs 12 staff, who work directly with the children. There are 10 staff, including the managers, who hold appropriate early years qualifications. There are also two members of staff who are working towards a recognised qualification. The nursery receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The nursery has established good hand-washing routines for children. There is a sickness policy requesting that children who are unwell do not attend the nursery. This all helps to prevent cross infection. Children also have individual cups and plates at meal times. Young babies' bottles are sterilised before use. The staff and a cleaner ensure the nursery is kept clean on a daily basis to prevent cross-contamination. All staff have attended a recognised first aid training course and there are several first aid kits located in the nursery. Accident records are in place. If a child sustains a minor injury, staff are able to deal with it effectively. Medication records are very thorough and action plans help ensure staff can track children's illnesses and allergies, such as asthma. Younger children are able to rest or sleep when they need to and a record of this is shared with parents. All the play rooms have window blinds so that the children are protected from the sun's glare as required. Children are learning about healthy living. They are able to choose from fruit, vegetables and cheese at snack times. Water, milk and juice is provided during the day, so that children do not get thirsty. The meals range from traditional food such as shepherd's pie to cultural choices such as wraps or pasta and Bolognese sauces. The babies also benefit from healthy choices when they eat. Their meals are liquidised or chopped up depending on the individual needs of the child. If children have allergies, intolerances or religious needs in their diets, this is recorded and information kept in each play area, the kitchen and the office. Babies and children under three years have lots of fun with bright and different textured toys. They also enjoy painting and crayoning, creating wonderful colourful pictures. They can play outside in the fresh air, on grassed areas. Push-along toys, balls and bean bags mean they are able to use and exercise all their body.

Children's physical development is good. There are a variety of resources and equipment available for children to access. Indoors, children can further develop their hand and eye co-ordination with activities such as threading reels, piecing puzzles together and mark-making. Role play enables children to act out ideas using their imagination. Outside there are climbing, balancing, balls and hoop games to enjoy. All these are helping to further develop children's imaginary, physical and inter-action skills.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The nursery is spacious and designed so every play area has facilities to cater for children's needs. For example, toilets, hand-basins, changing section and small kitchen area. There is also a door to the outside from each child care room. Storage units and furniture are child-height so that children's independence can be encouraged. There are age appropriate and suitable

toys and equipment available for children to use throughout the nursery. Written risk assessments help ensure they are kept safe and clean. All areas are safe for children to play and move around freely in, for example safety gates, high door handles and socket covers are in place. Activities are also risk assessed in their safety for children. Outdoor play is available on one level, with grass and artificial surfaces so that children can run around and use large equipment such as climbing frames. Emergency procedures to protect children from harm are in place. For example, children can only be collected by persons known to staff. There are security cameras all around the building and front doors are secure. The emergency evacuation procedure is practiced on a regular basis. Staff are aware of their roles and children are learning how to keep themselves safe. There is a registration system which records children's times of arrival and departure. Staff attendance is also recorded as well as any visitors to the nursery. Staff are aware of the nursery chain's child protection policy and have an adequate knowledge of local authority procedures. However, staff deployment is sometimes inconsistent. This means safeguarding children is not always given high enough priority.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Staff ensure that each children's play area has suitable, stimulating and age appropriate toys, activities and equipment. There are different baby rooms to cater for the challenges of the various stages in their development. For example, babies who are crawling and starting to walk have an area where it is safe for them to move around and learn to balance. Resources are bright, colourful and provide physical and mental challenges for young children, such as construction and shape sorters. Creative play using paints and crayons mean children can begin to mark-make. Older children have part of their care areas divided into sections, such as literacy, construction, investigation and role play. The book area in one room is not properly equipped and is uninviting for children to use effectively. Mark-making, using crayons and paints, shows children are learning to use their imagination and create pictures from their own ideas. Puzzles and cutting and sticking activities encourage children to develop their hand-eye co-ordination and small motor skills. Although the walls have pictures, children's creations and photographs displayed, many of these are at adult height and children are unable to look at them easily. Children are enjoying themselves in their play. The two year olds have great fun with the parachute game and start to learn about working together.

Nursery Education.

Teaching and learning is satisfactory. The staff have a sound knowledge of the Foundation Stage and the early learning goals. The plans show how they provide certain activities, such as listening and matching games and creative play, to help children develop and progress in all the learning areas. Staff sit with the children and talk with them. Older children are able to explain what they want to do and what they need to achieve it. They use scissors confidently and create pictures with the shapes they have cut out. Children are confident counters and know the names of different shapes, such as triangle, circle and square. They enjoy listening to stories and more able children ask questions about the pictures they see in the book being read. Observations are carried out on the children and the activities. Children's next steps in their development are assessed and recorded. However, children are not always appropriately

challenged in their play, for example, puzzles made available are very easy to complete with few pieces. Many activities are adult-directed and children's choice is limited. The book area in the main pre-school room has not been developed to encourage and excite children to enjoy looking at books. Many activities do not promote children's independence. For example, at meal times, staff pour children's drinks out and serve their food. A computer is available to introduce children to technology although it is not freely used. Dressing up activity provides children with tabards showing fire-fighters, nurses and police officers. Children's development records show their achievements and what they are good at.

Helping children make a positive contribution

The provision is satisfactory.

The nursery ensure they obtain relevant and important information from parents. This means staff are able to provide food, drink and activities the individual children enjoy and like. It also means they are aware of any dietary or educational requirements children have. Play plans are used to help staff provide appropriate care and activities to meet children's developmental needs. There are a few dolls and books which show positive images of other cultures. However, there is a limited variety of different resources which reflect the diversities in today's society, especially disabilities. The staff are very caring and have formed close bonds with the children. This helps children feel secure, especially those who speak English as an additional language. Children's general behaviour is good. They respond well to adult guidance and instruction, for example at tidy up times. There are occasions when older children are not fully occupied with the limited play activities staff provide. This sometimes results in children becoming bored and they disrupt quieter activities such as story time.

Partnership with parents is good. Management and staff work hard to provide parents with information on the nursery and their children's development and progress. A welcome pack with an introductory letter, registration, dietary and medical forms is given to every parent before their child starts. Notice boards throughout the nursery and newsletters continue the information-giving service. The company's policies and procedures are available in the reception area. Parents of young babies have daily contact sheets, showing what their child has eaten, when they slept and nappy changes. Older children have contact books if requested, but information is often shared verbally as children are picked up. Open evenings provide parents with the opportunity to talk to staff and view their children's progress and achievement records. Written information on the Birth to three matters framework and the Foundation Stage is given to parents. This helps them have a better understanding of the aims and objective of the nursery. Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is satisfactory.

The nursery is owned by a national chain. The procedures and policies in place meet the company's requirements, but also take into account the location of the nursery and the children's, parents' and staff's needs. The management structure provides on-going monitoring and support for staff and families using the setting. The recruitment and vetting procedure is robust. A six-month probationary also helps ensure the staff employed are suitable to work

with children. Most of the staff have early years qualifications. The managers and seniors have at least level three in child care. The majority of staff have also attained first aid and food hygiene qualifications. Although the adult:child ratios meet National Standards, staff deployment has weaknesses, resulting in a lack of appropriate supervision for consistently safeguarding children. All the required paperwork and documentation is in place. Written consent and permission forms are completed by parents. The medical and allergy information is especially thorough. The nursery managers are supernumerary and are free to keep the provision operating effectively. The setting meets the needs of the range of children for whom it provides.

Leadership and management is satisfactory. The nursery has developed its own planning systems covering both Birth to three matters and the Foundation Stage. All staff have the opportunity to contribute to these. Plans show how resources provided will enable children to progress and achieve during their time at the nursery. Regular observations of children and activities are recorded and assessed. Although this gives information on children's development, their next steps are not being consistently addressed through more challenging play opportunities. Staff meetings as well as parent questionnaires are helping management begin to assess the setting's strengths and weaknesses. This means that the nursery can continue improving the quality of care and education it provides children.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since 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.

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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):

- review staff deployment to ensure appropriate procedures are in place to safeguard all children
- ensure routine and play plans take account of the individual needs of each child
- review and provide additional images reflecting other cultures and disability.

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 routines and activities promote children's independence
- consider providing more child initiated play opportunities.

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