

Just Learning Nursery

Inspection report for early years provision

Unique Reference Number	EY343485
Inspection date	20 March 2007
Inspector	Linda Margaret Nicholls
Setting Address	Graham Road, Bexley Heath, Kent, Kent, DA6 7EG
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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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

At the time of the inspection there were no children in receipt of nursery education. Ofsted judges that the provider remains suitable to provide nursery education.

WHAT SORT OF SETTING IS IT?

Just Learning Nursery was registered in 2006. It is part of the Just Learning Limited chain. It operates from a purpose built building in Bexleyheath, in the London Borough of Bexley. Children have use of six rooms and three separate, secure, outside play spaces.

The nursery opens five days a week all year round, except bank holidays, Christmas and New Year's Day. Sessions are from 07:30 to 18:30. The nursery is registered to provide care for 100 children aged from three months to under five years. There are currently 43 children on roll, 40 of whom are full time. There are no children receiving funded education. Children attend for a variety of sessions. The setting can support children with learning difficulties and/or disabilities and children who speak English as an additional language.

There are 10 full and part-time staff working with the children. At least half the staff, including the manager, have appropriate child care qualifications. Staff have access to training courses and support services run by the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn about good health practice as they are provided with a range of every day experiences. They wash their hands before eating, after messy play or using the toilet. Staff playfully interact with babies to wipe their hands and faces. Staff ensure play surfaces are clean using anti-bacterial sprays and wipes regularly which helps prevent cross infection. Children benefit from clear procedures which ensure they are taken care of if they have an accident or become ill. Accidents are recorded and children do not attend if they have an infectious disease. Children's physical development is stimulated with planned outside play each day. New walkers practice on pathways and on grass encouraged by caring staff. Children know when they need a rest. They go to the staff for close comfort or lay on sleep mats.

Children benefit from freshly cooked meals and puddings such as fruit crumble and custard. They tuck into tuna, vegetables and pasta. Babies are given purees of vegetables and fruit. They hold hands for a while as they are fed. Older children smile and giggle at each other or chatter to staff who sit with them at the table. They know to say thank you and behave well at the table. Children are offered fresh water throughout the day. Menus are displayed for parents information. Children's individual requirements and family preferences are met following discussions with parents.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play safely and securely in an attractive, colourful and well planned environment. They move freely and extend their play confidently. Children make independent choices from accessible and appropriate equipment. Toys boxes are clearly labelled with pictures and words at child height. Staff supervise children closely at all times because they are aware of health and safety requirements from their initial induction. Children know their work is valued because it is identified and attractively displayed. The outdoor play areas are securely fenced and gated, although there is little protection from direct sunlight.

Children are quickly developing a good understanding of keeping themselves safe because staff give simple explanations why they should walk and not run inside the rooms or wear a coat when they play outside. Children learn to follow emergency evacuation procedures because they practise these monthly. Fire drills are clearly recorded and detection or containment equipment is fitted throughout the nursery. Staff are alert to visitors and record their details in a visitors book. Emergency contact numbers are held on individual files. Daily risk assessments are taken throughout the nursery so that children play safely. Insurance certification is displayed.

Children are safeguarded because staff know the procedures to follow should they have any concerns about a child in their care. A detailed written statement is available for parents including the process to be followed should there be an allegation of abuse by a member of staff or other adult. Local and national contact numbers are displayed.

Helping children achieve well and enjoy what they do

The provision is good.

Children are settling well as staff develop close and caring relationships with them. Staff talk directly to babies and encourage or praise those learning to balance or throw a ball. Staff are aware of the Birth to three matters framework and adapt activities to meet the needs of babies and young children. Babies enjoy playing with stacking toys, wooden blocks and books with a variety of textured surfaces. Children show they are involved and content. Children listen closely to staff as they share books naming animals such as an octopus, a tiger or a penguin. Children have plenty of space to move and make choices from an extensive range of freely accessible toys, resources and activities. They benefit from planned outside play in the morning and afternoon. Children kick balls, make looping shapes with streamers, throw quoits and practise newly acquired skills such as walking. Children explore textures creatively and know their work is valued because it is displayed throughout the nursery. Children make connections as they identify themselves in photographs standing by a snowman whilst another shows them stirring gloop. They learn social skills as they share toys or pass plates to one another at snack time. Children involve themselves in events in their community with planned activities such as cake mixing and icing cakes for Red Nose Day. Children use their imagination and demonstrate confidence as they dress up as fairies or footballers and look in the mirror to see their reflection.

Nursery Education

The quality of teaching and learning is satisfactory. There are no children receiving funded education at present. Staff have an adequate understanding of the Foundation Stage and plans identify all areas of learning throughout the nursery. Staff planning is organised and prepared so that they can make observations and assessments when children start nursery education. However, systems are not currently in place to encourage parents to provide information of their children's achievement prior to starting at the nursery. This will delay staff ability to plan the next step in children's learning initially.

Staff are aware to encourage children to concentrate as children listen to stories or receive simple explanations of pictures in a book. Staff explain they will extend children's learning by asking questions to help them think and respond. Children will have opportunities to make marks for a variety of purposes including colouring because pencils and crayons will be available throughout the nursery. Staff explain how they will build upon their practice to encourage children to clap and count to three to introduce rhythm and first numbers. Resources include sand and water which will be used for experimentation and to encourage children to discover concepts of volume and flow. Posters display numerals, the alphabet, and words in other languages. Staff plan to provide activities and provide resources such as small world figures depicting older people and people with disabilities so that children will learn about differences and the wider world. Overall the provision currently plans activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

Helping children make a positive contribution

The provision is good.

All children are welcomed and respected as individuals by kind and caring staff. Children demonstrate a strong sense of belonging as they choose items to play with, sit close to staff or lay on sleep mats in quiet areas. Babies sleep in cots in a separate room. Children are settled and confident when playing with others. They are happy to seek support or comfort from adults they know. Children learn about themselves and the wider world through toys, resources and

planned activities. They celebrate Shrove Tuesday with pancakes, bake cakes and dress up as footballers, dancers and princesses for a theme of 'when I am big I want to be...'. Posters and photographs provide positive images of diversity and equal opportunity. Children's individual needs are met because staff receive appropriate induction, are suitably qualified and can support children with learning difficulties or physical disabilities.

Children are well behaved and polite because staff are good role models and praise them for behaviour they want. Children wait their turn patiently at meal times, say thank you without prompting and are praised by staff when they tidy objects away or put their coats on. They play cooperatively with one another and recognise right from wrong. Behaviour management methods are discussed with parents prior to children starting at the nursery. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is satisfactory. Children receive continuity of care because agreements and individual details are recorded and held confidentially. Information is shared between the home and the nursery daily. Displays inform parents of the Birth to three matters framework and the Foundation Stage. However, parents do not provide information of their child's achievements prior to starting at nursery. The provider takes positive steps to ensure parents are kept well informed of all relevant policies and procedures. This includes a complaints procedure and contact details of the regulatory body.

Organisation

The organisation is good.

Children play contentedly in a well ordered, purpose built nursery with qualified staff and student helpers. Staff enjoy children's company and engage and stimulate their imaginations with planned activities and support where necessary. The registered provider ensures adults working with children are suitable to do so. The registration certificate is displayed and all required records are clearly maintained. These include a daily attendance record showing times of arrival and departure. Details of children's absence are recorded separately. Children's welfare, care and learning are promoted with effective policies and procedures which are updated to meet current legal requirements.

The leadership and management are satisfactory. Staff are encouraged and supported in the development of their knowledge of the Foundation Stage and Birth to three matters framework. Systems are in place to provide parents with a wide range of general information regarding their child's development. Overall systems for planning include preparation for review and monitoring of whole group activities so that differentiation may be identified. Team meetings are recorded. An effective operation plan identifies development and training plans. Staff roles, responsibilities and attainments in professional qualification are displayed in the nursery entrance. The setting meets the needs of the range of children for whom it provides.

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):

- consider arrangements to ensure that children are sufficiently protected from direct sunlight during spells of hot weather

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):

- develop recording methods that allow parents to share their prior knowledge of their child's development when they start at the nursery.

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