

Just Learning Nursery

Inspection report for early years provision

Unique Reference Number	EY250941
Inspection date	04 April 2007
Inspector	Kay Roberts
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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

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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.

WHAT SORT OF SETTING IS IT?

Just Learning Nursery (Bristol) is one of a chain of sixty establishments in the United Kingdom. There are thirty-nine nurseries in England and Wales, and twenty-one care shares in Scotland. The nursery in Bristol was first opened in 2003. It is located in Longwell Green, South Gloucestershire, close to local supermarkets and the Bristol ring road. Premises are purpose built and are fully wheelchair accessible. There is suitable provision for outdoor play. Care is offered to children from birth to five-years, on either a part or full-time basis. Children are grouped in rooms according to age. Children are from both the immediate sub-urban area of Longwell Green, and further a field, as some parents use the local road network to travel to work. Just Learning Nursery is open throughout the year, Monday to Friday, between the hours of 07.30 and 18.30. It is registered to care for a maximum of a 116 children under five-years. There are currently 209 children on roll, all of whom are under five-years. There are 19 funded three-year-olds and 47 funded four-year-olds. The nursery caters for children with learning difficulties, physical disabilities and those who have English as an additional language. At present there are 34 permanent members of staff working directly with the children, including a manager and of these 25 hold an appropriate early years qualifications. There are established links with South Gloucestershire Council, who offer guidance on the educational programme.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is actively promoted. They play in a clean environment where the risk of infection is minimised as staff follow hygienic procedures, for example when changing nappies. Over half the staff hold a basic food hygiene certificate and when handling food staff wear disposable aprons and gloves. The water is tested each month for Legionnaire's disease. Parents are aware of the policy for excluding children who are sick and are alerted to infections within the nursery. If children become ill whilst at nursery, staff are alert to the signs and symptoms and respond quickly if there are concerns. Nearly all staff hold a relevant paediatric first aid certificate and in the event of an accident children receive appropriate care so that their welfare is actively promoted. There is a rigorous procedure for the administering of medicine so that children are safe. Children develop an awareness of hygiene through the daily routine as they wash their hands after using the toilet and before eating. They are independent in reaching the wash hand basins, soap dispenser and paper towels as everything is placed within reach. Three-year-old children understand that they must wash their hands otherwise they may get a 'bad tummy and may get poorly'. Children also have the opportunity to learn about dental hygiene via a resource pack and have been visited by paramedics.

Babies have access to drinking water in clearly distinguishable beakers and older children pour themselves a drink of water from a lidded jug, when thirsty. The nursery recently received a Five Star Healthy Eating Award from South Gloucestershire Council. Parents are aware of what children are eating as the full menu is displayed. There is an effective procedure in place so that children's special dietary requirements are met. Children eat healthy meals and snacks which incorporate many organic products and are cooked on site. Children do not go hungry as they are able to eat as much as they want and there is a system in place to ensure each child accesses a snack. Babies are emotionally secure as they are nestle into a members of staff when being bottle fed. Mealtimes are a social occasion for those babies who are spoon fed, as staff maintain good eye contact and explain what food they are eating. Gradually babies are encouraged to feed themselves, although staff are always on hand to offer assistance should this be required. As children mature they become more independent; they help to lay the table for lunch and sometimes enjoy making their own sandwiches. Some children take great care to create symmetrical patterns in the sandwich as they select from a healthy range of fillings.

Children have many excellent opportunities to be in the fresh air and are protected from the elements. In winter they wrap up warm and, in summer wear hats and sun screen. The outside area is an extension of the nursery environment and for much of the day children are free to choose whether they play in or outdoors. Staff are also proactive in encouraging those children who prefer to play indoors to go outside for a short while. However, babies have less opportunities to be outside, but are taken for regular walks to the duck pond and local supermarket. Children have access to an extensive range of resources and staff engage them in dancing and games with a parachute. They learn to listen and follow instructions as they participate in 'Simon Says'; they do star jumps and some four-year-olds are able to hop quite well. Children develop large muscle skills as they run around. As they climb up and through the climbing frame, staff introduce young children to the concept of size. Co-ordination is used as children cycle around a track and older children stop and start as they follow the colour of the traffic lights. Children balance as they walk along the beams supporting themselves by holding the parallel ropes. A favourite activity is painting the fence, building, and toys with water. Pencil control is developed as children chalk on the walls and slabs. Some children name the

plastic sea creatures they find in the blue water. Children develop some understanding of the wider world as staff answer their question about how a whale breathes. Young children run their hands through the sand to feel the texture, whilst others use spades. One-year-old children have fun as they play 'boo' with a member of staff through the windows of the play house. Babies develop large muscle skills as they are encouraged to crawl to different areas of the room to see the toys. They develop strength in their backs as staff prop them up on bean bags and pillows, as they learn to sit. Babies do not become over tired as staff follow their home routine. Children over a year quickly fall asleep after lunch as they listen to soft music, whilst staff gently stroke their backs.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children relax as they receive a warm welcome from staff and music plays quietly in the background. The rooms are bright and colourful with an array of bright colourful posters, photographs and children's art work, placed at all levels so that they can be seen by both children and parents. In the rooms occupied by babies staff have decorated the floors and ceilings so that whatever position a baby is in, there is something interesting to focus on. One room is particularly attractive with stars dangling between a web of small lights. Purpose build premises designed to meet the needs of children is beneficial as everything is placed within reach, such as bathroom facilities and coat hooks, so that opportunities for independence are maximised. Rooms are organised so that babies have space to crawl and older children can move freely. As activities are placed in clearly defined areas and mats, those engaged in play are not disturbed by their peers. There is sufficient equipment, such as high chairs, and child sized furniture so that all children in any one room can sit together. Babies and children access a broad range of clean, safe resources, which are rotated throughout the day so that they remain interested. Older children match up laminated pictures on tables to show them where they should play with the toys and materials they have selected from the clearly labelled drawers.

Children play in a secure environment and are protected from people who have not been vetted. There is a safe system in place for ensuring that children are only released to authorised adults. Ongoing risk assessments and daily checks of all areas ensure that children play in a safe environment. There is also a system in place for reviewing accidents so that any patterns can be addressed. The risk of an accident is minimised as staff are vigilant, particularly with young children when using chalk or the climbing frame. Outdoors younger children are kept safe as they have a separate area and those on bikes and scooters do not bump into other children as they keep to an arrowed track which indicates the way they should travel around. As they do so children learn about the sequence of traffic lights and have some awareness of road safety following a visit from the Community Police Officer. In the event of a fire children know how to evacuate the premises safely as they practise the drill on a monthly basis. Children are further protected as staff have a good knowledge of local safeguarding procedures.

Helping children achieve well and enjoy what they do

The provision is good.

Staff knowledge of the Birth to three matters framework and an effective planning cycle ensures that babies and children under three-years make good progress. The key worker plays a significant role in helping babies to settle as they spend time with mother and baby, and follow babies' home routine. Young babies are emotionally secure and happy to separate from their main carer. Babies learn by copying the example provided by staff; they lift the flap of the large

texture cube and shake bells. Staff praise their achievements so that they are keen to repeat their actions. Babies are curious and watch what is happening around them. They observe the beads going from top to bottom of the rain maker. Babies develop a sense of self as they look in the mirror and staff explain it is them. There is a sense of belonging as they look at their photographs and find comfort as they snuggle in when having a bottle. Babies develop co-ordination and independence as they take off their own socks. They wave a sock around in the air and when an adult says 'ta' they shake their head and smile. As they make choices and pick up the toys they wish to explore by mouthing, they develop fine muscle skills. Staff encourage babies to be alert to their senses; babies smell the cinnamon sticks and potpourri. They feel the texture with their hands and mouths of a scourer, metal pans and wooden bangle. Opportunities are available on a daily basis for babies to develop their creativity as they play with jelly and shredded paper. Communication skills are promoted well through the constant gentle interaction with staff. Staff acknowledge and affirm babies sounds, and maintain good eye contact. Older babies are more social and try to communicate with each other.

Children of one-year recognise different farm animals and imitate the sounds of the animals, such as a sheep. They become familiar with language as they listen to staff reading stories and singing nursery rhymes, sometimes joining in the actions. After listening to one rhyme, one child confidently sang the rhyme to herself. Co-ordination is developed as they use a stick to hit the keys of a xylophone and drum. Fine muscle skills are developed as young children move small wooden beads, up, down and across the firm pieces of wire on the puzzle maze. They make marks on paper using thick wax crayons. As they do so they make decisions about the colour crayon they wish to use, staff introduce them to the names of colours. Staff praise their achievements so that children begin to develop confidence and one child commented that their picture was 'pretty'. They are curious and look out of the window and watch the cars go past. Young children copy what adults do; they cuddle a doll and say 'ah'. Staff follow through on young children's interests so that they are motivated to learn, for example when they go to the drawer of wooden puzzles, staff confirm that they can take the puzzles out.

Children of two-years are social and when another child arrives they wave and say hello. They develop pencil control as they paint pictures and afterwards are independent in washing their hands. Children explore what happens if they use a roller with different colour paint and look at how they all mix together. They talk about the pictures they are creating, one child says it is a butterfly, another a dinosaur. Staff give them the freedom to explore the paint further; they paint their hands and rub some up their arms. Alert to their senses they say it is cold and wet. Children are developing some understanding of information and communication technology as staff show them how to control the computer mouse and to operate simple programmes. Children are beginning to name colours, simple two dimensional shapes and are beginning to understand the sequence of numbers as they listen to staff counting. There is a growing awareness of time and children can recall the previous day. Children are able to name wild and farm animals and follow the actions and join in with the action rhymes 'Down in the Jungle' and 'Old McDonald's Farm'. With the assistance of staff they are able to match pictures reflecting opposites, such as clean and dirty. Staff praise their achievements so they are keen to continue. Children are beginning to develop their imagination as they take toys along a road on a map and cuddle dolls. One child explains that her baby is 'happy'. Another develops hand-eye co-ordination as they undress a doll and then try to put on a baby grow, they struggle for some time, but eventually manage to fasten a press stud. Hand-eye co-ordination are used to join carriages to the Thomas train and afterwards as the child takes the train around the track they comment that it is going 'fast' and know it goes through the tunnel. Most children are able to express themselves well, particularly those who are nearly three.

Nursery Education

The quality of teaching and learning is satisfactory. Although staff have some knowledge of the Foundation Stage, many have only a limited understanding as they have only recently transferred to this section of the nursery. An example of this is a child sitting and looking at an unachievable 100 piece jigsaw puzzle without any adult support. The planning cycle ensures that children receive a balanced curriculum across all areas of learning and aspects. Children's progress is monitored against the South Gloucestershire Stepping Stones document which links directly to the Foundation Stage. However, as children's progress is not monitored regularly, planning does not take into consideration children's next steps in learning. Planning is undertaken by staff on a rota basis and as a consequence this system has not been refined, does not take into account children's interests, so they are less motivated to learn. However, on occasions staff do take the lead from children and organise other activities apart from those which are planned for all rooms, for example face painting. Children learn from the planned activities; they are able to explain how they have planted broad beans and now they can see the roots and leaves. When the beans get bigger they will take them home and plant them in the garden.

Children are curious and ask why staff need to wear disposable gloves and what happens if they wear spectacles. Children have many opportunities to extend their learning by being independent. They select a range of media to create pictures. Children develop pencil control as they take care to paint a striped picture. Three-year-old children recognise their name in print and are keen to write with a purpose in mind; four-year-old children can write their name and as they do so are able to sound the letters. Children treat books with respect as they relax in a child sized easy chair. Children have a broad vocabulary and are able to express themselves well. However, they do not always listen to each other and the show and tell activity is not effective because of this. Children know how to operate simple computer programmes, show good mouse control and are able to explain how this is done. When playing with the fire engine children use their imagination and play alongside others engaged in the same theme. Children name two-dimensional shapes. They are able to count beyond 10 and at lunch time those collecting lunches for the table calculate how many more lunches are required. Children say they enjoy being at nursery and particularly like playing outside. They name their friends. Children have fun and laugh when someone sits on a 'whoopie cushion' and it makes a noise.

Helping children make a positive contribution

The provision is satisfactory.

Children have a sense of belonging as they have their named drawers and coat pegs. They are proud of their well presented photographs and art work which are displayed throughout the nursery. Young children develop confidence as staff are alert to their individual needs and they are praised for their achievements. However, ineffective planning means that staff do not meet the needs of pre-school children so well. All children are valued and included, for example given an opportunity to participate in games outdoors. Staff are sensitive to children's additional needs and work in close partnership with parents and other agencies so that they make good progress.

Overall staff have a proactive approach to behaviour management and from a young age children are encouraged to say please and thank you, and to be respectful of others and their environment. Children of one-year are introduced to the concept of sharing as staff explain that they must leave the bucket of chalk in the middle for everyone to share. They are prepared for change as staff give five minutes warning of a change of activity. In large group activities

personal space is defined by children sitting on small mats. As a result children are well behaved and follow instructions. Unwanted behaviour is sensitively managed and behaviour incidents shared with parents. Pre-school children are polite and some are able to negotiate a turn on the computer. They know the rules and are able to explain how they must creep quietly in the corridor so that other children are not disturbed. Children work together to operate the parachute and to carry boxes of toys. They show respect for the environment by tidying away toys they have finished playing with. However, there are occasional inconsistencies with regard to large group activities. When the small mats are not used children crowd together and at show and tell children do not listen to each other.

Children's social, moral, spiritual and cultural development is fostered as children learn about the world around them. Babies observe seagulls flying in the sky and two year old children begin to learn about life cycles as they listen to the story of 'A Crunchy, Munchy, Caterpillar'. Children tend the range of bulbs, seeds, plants and strawberries they have planted both in the sensory garden and indoors. They study the life cycle of animals as they watch tadpoles, brought in by a grandfather, change into frogs. Children have opportunities to learn about the local community as they visit a supermarket, duck pond and field behind the nursery. Children develop a positive approach to difference as they play with readily accessible resources reflecting positive images of diversity. They begin to understand that there are cultures different to their own as they acknowledge festivals, such as St Patrick's Day and Chinese New Year.

The partnership with parents is satisfactory. In response to a nursery questionnaire parents were very positive about the provision with regard to communication, the settling in process and the manner in which concerns are dealt with. At the time of the inspection although some parents said they were very happy with the provision, others were less positive. Parents expressed the opinion that they sometimes feel unwelcome, that communication is patchy and staff do not seek their views about children's progress. Concerns were also raised in relation to pre-school children not making the progress parents would have expected. However, there is a relaxed relationship between parents and staff so that babies and children are emotionally secure. On occasions nursery staff baby sit for parents to offer continuity of care. Parents are aware of practices within the setting via the prospectus and information displayed throughout the nursery. Parents of babies receive both verbal and written updates on a daily basis. Verbal feedback is provided to parents of older children. Although parents are welcome to view children's progress records at any time they are only usually seen twice a year when they formally meet with their child's key worker. When children commence at the nursery staff seek information about children's daily routines, likes and dislikes, but do not obtain details about children's level of ability which would be useful in planning activities to meet their individual needs. In addition, although parents are aware of planning they are not provided with ideas which would be useful in helping parents to contribute to their children's learning at home. Parental involvement is encouraged through fund raising such as Red nose Day and Fun day when money is raised for charities such as the National Society for the Prevention of Cruelty to Children and Royal Society for the Prevention of Cruelty to Animals. At Christmas parents of three to five-year old children are invited to a mini carol concert and the leavers' party in the summer when children are presented their best picture in a frame.

Organisation

The organisation is good.

The provision meets the needs of the range of children for whom they provide. Rigorous recruitment procedures ensure staff are suitable to work with children. Ongoing suitability is checked via supervision, quarterly meetings, daily sheets and appraisal. Keen to extend practice

staff have undertaken much training since the last inspection on subjects such as Birth to three matters framework, the Foundation Stage, child protection, behaviour management and organisation of rooms. Overall the nursery is well managed and whilst still maintaining adult to child ratios, staff are provided with time away from children to organise planning, paperwork and displays. A thorough, detailed induction and regular meetings ensures that staff are clear about their role and responsibilities. Staff work effectively as a team and ensure good communication so that children's needs are met. Time is well managed so that during any waiting period, for example lunch time, children are actively occupied in singing nursery rhymes. Staff provide a welcoming, child focussed environment where children have space for relaxation, play and physical activity. Staff are well informed about the Birth to three matters framework and have an effective planning cycle so that children make good progress. Documentation meets regulatory requirements and the National Standards so that children's health, safety and welfare are actively promoted.

Leadership and management are satisfactory. The manager recognised that nursery education was not effective in meeting the needs of children and has sought to address this by introducing a high number of staff from other areas of the nursery. The staff are enthusiastic, but unfortunately are not completely au fait with children's level of ability. The inconsistencies in approach with regard to management of children's behaviour in large group activities and implication of staff not monitoring children's progress has not been recognised. As a consequence children are not achieving their full potential. However, the manager is aware of what needs to happen for the future and is keen for staff to receive training on the Foundation Stage as soon as possible. Staff will then work more towards facilitating child led activities to encourage independence and self respect.

Improvements since the last inspection

Care

Good progress has been made against the two recommendations made at the last inspection in April 2004. Children are now further protected as staff knowledge and understanding of local safeguarding procedures has been improved through further training and a folder of information being available in each of the nursery rooms. Parents are provided with clear information about the qualifications which staff hold and those qualifications staff are working towards.

Education

At the last inspection the nursery agreed to meet two points for consideration. Children are now more independent at lunch time. They now help to set the table and take turns in collecting plates of food from the trolley for their peers. Children are now further encouraged to access books as the book corners have now been made more inviting with the provision of a child sized easy chair, cushions and a display of pertinent pictures.

Complaints since the last inspection

Since the last inspection 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 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.

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):

- provide more opportunities for babies to be outdoors

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 staff knowledge and understanding of the Foundation Stage
- regularly monitor children's progress and use this information to develop an effective planning cycle which takes into consideration children's next stage of development and their interests
- ensure there is consistency in managing children's behaviour during large group activities
- improve the partnership with parents by ensuring effective communication, and specifically in seeking their views about their children's ability particularly when they first commence at the nursery and providing information which would enable parents to continue their child's learning 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