

Just Learning Nursery

Inspection report for early years provision

Unique Reference Number	155098
Inspection date	22 May 2007
Inspector	Shaheen Belai
Setting Address	Whipps Cross Hospital, Whipps Cross Road, London, E11 1NR
Telephone number	0208 988 0818
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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 good.

WHAT SORT OF SETTING IS IT?

Just Learning Nursery has been registered since 1998. The nursery offers full day care for children aged from six weeks to under five years. It is situated within the grounds of the Whipps Cross University Hospital and is part of a chain of private nurseries. There are 10 rooms specifically designed for the care of children. The children share a large enclosed outdoor play area.

The nursery is open each day between 06:45 and 19:00 for 52 weeks of the year. Currently 165 children attend throughout the week. They are drawn from the hospital staff and a large catchment area. The hours of attendance vary to suit the working hours of the parents.

The setting currently supports children who have a special need or disability. There are 43 children who receive funding for nursery education.

There are 34 staff working in the centre, of these 28 hold an appropriate early years qualification. Within these staff 7 are working towards a further qualification. The setting receives support from local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a very clean environment. Their daily routine includes procedures that help to promote their hygiene practices. For example, older children happily brush their teeth after meals, whilst younger ones are supported to wash their hands before handling food. Systems to address hygiene are implemented and followed by staff, this ensures minimising cross contamination. For example children have their own individual bedding, staff wear disposable gloves when applying sun cream and when changing nappies. This contributes to the good health of children. Young babies nappies are changed as and when required by consistent named staff, this addresses their individual needs and ensures continuity of care.

Parents give prior written consent for staff to administer medication. This ensures children receive the correct dosage according to their needs. Correct procedures are followed to ensure children's wellbeing is addressed in the case of accidents. Children's health is further promoted as a high number of staff hold a current first aid certificate as well as being trained in food hygiene.

Children are learning healthy eating habits because all children are provided with meals and regular snacks that are nutritious and balanced. Discussions allow for children to understand which foods are good for them. For example, they comment on the tastes of the food. Meals are cooked on the premises and good hygiene practices are implemented. For example, the staff serving the meals wear hair nets and aprons. Staff gather all relevant information regarding diet and medical history. This ensures children's dietary and medical needs are met. Young babies feeding patterns are adhered to in consultation with parents. This ensures continuity in care and individual needs being met. All ages have independent access to drinking water throughout the day, which contributes to children being allowed to address their own personal needs.

Children play outdoors on a regular basis, which develops their awareness to daily exercise and fresh air. The outdoor area provides safe and stimulating activities for children, where children acquire new skills as they run freely and use large climbing equipment with confidence. Young toddlers enjoy balancing and rolling large balls or as they persevere to push as they use small bikes. Older children enthusiastically run freely, chasing their peers and manoeuvring bikes. Children's fine motor skills are encouraged as they use tools to mould, paint and cut. They develop a sense of balance and space as they use construction materials. Young babies have space indoors to explore their environment, such as exploring sensory play materials on the walls.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from playing in a well-organised, spacious environment. This allows for children to move safely, comfortably and freely. This is supported with the regular and thorough risk assessments carried out on a daily basis by staff. Staff organise the indoor space effectively which allows for young babies to have clear safe floor space, low storage allowing for children to make independent choices or selecting books to sit in the quiet area. Effective systems are adhered to by staff to monitor the safety and wellbeing of children sleeping.

The premises are secure and there are appropriate procedures in place to prevent unwanted visitors gaining access. Procedures are understood and implemented by staff, for the safe arrival and departure of children. The effective organisation of staff ensures ratios are met and staff are deployed to ensure children's safety at all times. Gentle reminders from staff ensure children develop an understanding of safety within the setting. For example, children are reminded not to push the chair whilst a child is sitting on it.

The required procedures and policies are in place to ensure children's welfare is safe guarded and promoted. Staff are aware of the signs and symptoms of abuse, and know the necessary procedures to follow should they have concerns about a child. Staff understanding is further supported with individuals attending regular training as well as in-house training.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled. The environment is warm, welcoming and child orientated. Children relate well with staff and peers, which demonstrates good trusting relationships developing. Young babies are given lots of cuddles and re-assurance, this contributes to them feeling safe and secure in their environment. Children are familiar of their surroundings and the daily routine. Children are becoming very independent as they choose from a variety of activities, books, musical instruments and also express which activities appeal to them. Children play well together as well as playing as individuals. Children learn to give support to their peers in play, such as helping to set up activities or looking at books together.

Children enjoy the textures of messy play materials, such as sand, water and play dough. They explore with interest as they mix paint and flour and explore with their hands. Children watch the effect of the weather, as they paint the outdoor play house with water in the warm weather. Children enjoy imaginative play through songs and role-play. They are expressive as they draw and paint, using their own ideas and imagination.

Young babies are provided with resources to stimulate their senses, which contribute to their development. They present great pleasure as they giggle, squeal and show surprise as they play with the treasure basket or participate in tactile activities, such as soup or dry cereals. Staff interact with them well to monitor their learning and use of resources. Babies welcome the staff involvement and show their satisfaction, such as playing peek-a-boo together. Planning for young children reflects the Birth to three framework, which staff implement using a knowledge of individual children's stage of development. Planning and resources do reflect that young babies and toddlers have opportunities to develop physical skills to walk, balance and climb. However, these are not accessible on a daily basis to contribute to a healthy lifestyle.

Nursery education.

The quality of teaching and learning is good. Children benefit from the staffs secure knowledge of the Foundation stage and they are making good progress towards the early learning goals. Staff observe the children on a regular basis and monitor their progress. Planned activities take into account the children's learning and the six learning outcomes. Staff also take into account the children's interests and preferences, which are included in the plans.

Children's approach to learning is positive, for example most have good levels of concentration and they participate well in small and large groups. They seek the support of staff to assist them in play or be play partners, this allows for their learning to be observed. However, the

organisation of the routine at specific times of the day results in children not being provided with stimulating, developmentally appropriate activities to address the six areas of learning. This impacts on children progressing and learning opportunities being missed.

Children enter the setting with confidence and greet each other in a friendly manner. They take an interest in their surrounding and play activities. They are confident to share their opinions and talk about their family lives. They are independent in initiating their own play as well as addressing their own personal self care skills. For example, they know how to take off their shoes and they clear food from their plates at the end of meals.

Children enjoy listening to stories and songs, and they contribute their own choices. Children's interests in books is supported by staff, as they read out books brought in by children from home. Children develop good listening skills as they participate in group sessions, such as music maker sessions and group discussion. They develop a knowledge of community languages, as they use spoken French and Urdu to learn a basic command of the language. For example, they learn rhymes and participate in specific exercises to learn numbers. Clear labelling within the setting and the free access to writing tools allows for children to develop early writing skills. This has enabled some children to begin to form letters and many know the letters of their names.

The majority of children can count to 10. They practice this by counting in English and other community languages. However, opportunities to extend children's learning in this area is not challenged enough. Children are not given opportunities to develop an understanding of the value of the numbers, such as simple addition and subtraction to allow for problem solving. Children have a knowledge of two dimensional shapes and are learning to identify solid shapes, They are confident in exploring weights and volumes through water and sand play.

Children are learning about plants and the impact of the environment. For example, they explore the herb garden to use their senses to learn what significance the plants play. Children learn to experiment with magnets to see the effects of different materials. They use the computer on daily basis and have developed good co-ordination skills in using the mouse. Their interest for using technology is further supported by staff, as they support children in using the digital and video camera to record each other. Children are learning about the community around them and their families. For example, they draw pictures of themselves and their families.

Children participate in a range of activities to develop their creative and imaginative development. For example they participate in a variety of painting activities, sticking, art and craft, playing instruments and imaginative play. They show enthusiasm to use their body to follow action songs, and play instruments. Children enjoy imaginative play, such as in the home corner for dressing up.

Helping children make a positive contribution

The provision is good.

Children receive good individual care because their needs and circumstances are well known by staff. Children develop good levels of self esteem and confidence as staff have a strong partnership with parents. Children develop an awareness of others as they celebrate a range of festivals, and play with resources which promote equality and diversity. For example, they have dressing up clothes to reflect different cultures and have parties for community festivals. Children talk about their home life and bring in photographic evidence to share in group discussion, for example a father cooking or a mother maintaining her car.

Children with learning difficulties or disabilities benefit well from the inclusive environment. Parent's and carers are consulted, and the advice of the local authority Special Educational Needs Co-ordinator is used effectively, to plan and monitor children's progress. This is further supported with the setting having a designated staff member for special needs, who undertakes relevant training and liaises with other professionals. She shares her knowledge and provides support with specific key workers. This ensures all children's needs are planned and met.

Children are well behaved. They listen carefully to discussions and gentle reminders to inform them of right and wrong and are aware of the boundaries set by the staff. Staff manage children's behaviour using varied positive approaches, which take into account their age and understanding. For example, staff use distraction and simple explanations. Children are helpful and learn to take on responsible roles, such as helping to lay the table for lunch and at tidy-up times. Staff use positive language with the children, which gives them recognition and value. Children confidently engage in activities and play along with peers harmoniously. For example, they readily take turns at the computer. Staff are positive role models, who create a warm and calm atmosphere. This helps support children's feeling of self-esteem and belonging. This positive approach ensures children's spiritual, moral, social and cultural development is fostered.

Younger children benefit from the good partnership staff have developed with the parents. They are encouraged to stay and settle their child into the setting, along with the support of the key worker. Staff share the settings policies and procedures to inform them of the operations of the nursery. Staff meet with parent's on a daily basis to share information verbally. To support this further, staff complete a written daily diary which parents take home daily to read. There is a notice board outside each room and also a large information board in the entrance, this keeps parents updated of specific matters. A regular newsletter is provided to ensure parents are kept informed and updated of any relevant matters, such as staff changes or organised events.

The partnership with parents of three and four year olds is good. They are informed of the medium and long term plans in relation to the children's learning via the notice board area. Parents have access to the children's individual profiles to keep them updated of their child's learning. Information in regards to themed work is displayed and verbally shared with parents, allowing for them to contribute. Parents attend formal parent sessions once a term to allow for key staff to meet with parents and share information about children's progress under each of the six learning areas. On an informal basis, staff are available at the end of each day to chat to parents. Parents expressed an overall satisfaction with the care and service provided by the setting.

Organisation

The organisation is satisfactory.

Children benefit from a well organised environment. Children are happy and settled at the nursery. They share good relationships with staff, who have been thoroughly vetted for their suitability to work with young children. There is a suitably experienced and qualified manager, with a named deputy in place. Appraisal and supervision systems and regular team meetings ensure staff training needs are identified. They have the opportunity for professional development and management actively encourage staff to attend training and work towards a higher qualification in child care. Staff have a good understanding of health and safety which contributes to the wellbeing of children. Children's health and individual needs are well met by the group who have the required records, policies and procedures in place to support their understanding of each child.

The leadership and management is good. Children benefit from an educational curriculum, which is overseen by management who has a secure understanding of the early learning goals and monitors staff practice. The aim is to ensure each child has an equal chance to reach their full potential. There are good systems in place to encourage discussion and communication and regular staff meetings held. However, there is a weakness in the organisation of the activities and routine to maximise children's learning. The nursery receives the support of the local authority advisory teacher. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the setting agreed to: keep a written record, signed by parents, of medicines given to children; keep a written record, signed by parents, of all accidents that happen at home.

Staff request written consent from parents and details of any medication to be administered to their child, staff then detail their entries and share the information with parents on collection. Staff ask parents to inform them of any injuries that have occurred at home, these are then recorded in partnership with parents and maintained in the child's file.

Nursery education.

At the last inspection the quality of nursery education was judged as generally good. The setting was required to:

maximise opportunities for the children to count and develop mathematical ideas during routines of the day;

develop planning in all areas of the foundation stage to identify outcomes for activities to ensure that links are made to the stepping stones for children's learning; strengthen the planning for outdoor play to further the children's learning and experience.

The setting has made good efforts in addressing issues and the majority have been well met, through careful planning of activities in relation to the development of individual children, attending training in the Foundation stage and seeking the advice and support of the local authority advisors. The use of the outdoor area has been reviewed and is used effectively as an extension of the indoor play area. Children are provided with opportunities to develop physical skills and participate in activities that also address the other five areas of learning. Though the area of developing maths in the daily routine have been addressed, there are still missed opportunities to promote children's understanding of the value of numbers.

Complaints since the last inspection

Since April 2004 there have been no complaints made to Ofsted that require 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):

- develop opportunities for under two's to have daily access to resources which develop their physical development

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 more opportunities for children to build on their knowledge to compare and use numbers to solve problems
- review the organisation and daily routine to ensure that children are occupied in purposeful and stimulating play, reflective of the six areas of learning.

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