

Just Learning

Inspection report for early years provision

Unique Reference Number	EY277262
Inspection date	27 June 2007
Inspector	Margaret Patricia Mellor
Setting Address	4 Childwall Road, Liverpool, Merseyside, L15 6UU
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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?

Wonderland Nursery was registered in 2004. It is one of 60 nurseries run by Just Learning Limited and is located in the Childwall area of Liverpool. Children use five nursery rooms for their care and learning experiences. There is a secure, fully enclosed garden for children's outdoor play with a designated area for the under twos. It primarily serves children living in and around the local community.

The nursery is registered to provide care for a maximum of 55 children aged under five years at any one time. It is open Monday to Friday from 08:00 to 18:00 hours with the exception of bank holidays and a week at Christmas. There are 100 children on roll aged from six months to four years. Of these, 22 children receive funding for nursery education. It supports children with learning difficulties or disability.

The nursery employs 17 staff to work with the children, of whom 15 have a relevant child care qualification. Six staff are employed part time. Additional staff are employed for cleaning the premises, administration and food preparation. Staff receive support from Sure Start Services

of Liverpool Children's Services and an early years teacher advisor. They have a Quality Assurance award.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a comfortable environment, where there are effective arrangements for food preparation, cleaning the premises and the removal of clinical waste. They thrive because staff consistently follow good health and hygiene practises, for instance nappy changing. Outdoor shoes are taken off before entering the baby room, which also helps to prevent the spread of cross-infection. Younger children begin to learn about simple personal hygiene through their nursery routine and as staff sensitively help them with washing hands or wiping noses. Staff take time to explain why being hygienic is important and older children confidently talk about how washing hands helps get rid of the germs. Children build on their awareness by singing rhymes, bathing the dolls and through planned activities, such as visits from the dental hygienist.

Children's interest in a healthy lifestyle is promoted generally well. Children enjoy a range of healthy food options prepared by the cook, which are wholesome and served in ample portions so children are well nourished. Staff are keen to share healthy eating ideas with children through discussions and practical activities, such as making fruit salad. Children promote their fine motor skills and have plenty of fun as they crayon, lace cards and cut with scissors. Younger children's eagerness to be physically active is recognised and encouraged by staff as they help them in their efforts to bear weight on their feet, which stimulates walking. Children love to be active as they run in the fresh air, push or ride on wheeled toys, climb, balance on tyres and move to music, contributing to children's coordination and spatial awareness skills. However, the large outdoor play equipment does not provide appropriate challenges for more able children, therefore their gross motor skills are not fully extended. Babies develop their coordination as they eat with their fingers and older children learn to listen to their bodies as they independently help themselves to drinks when thirsty or after exercise. Children enjoy many opportunities to be active or restful, according to their respective needs.

Children's health is safeguarded because staff ensure that they use sun creams, wear hats, play in the shade and have plenty of drinks on hot days. There are eleven staff who have a relevant first aid certificate and several fully stocked first aid boxes so that children's minor injuries are dealt with appropriately. Parents wishes are respected and children remain healthy through effective procedures for sharing information about children's dietary needs. Staff act in children's best interests when they are ill, which is well supported by the detailed sick child policy and medication records.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a warm, safe and secure environment, which meets the children's needs very well. The play rooms afford plenty of natural light and are maintained well. Children play with a wide variety of quality toys, which stimulate their development and learning. Staff encourage children's cooperation and participation through effective use of group games and resources, in particular the parachute. They creatively organise the equipment and space, allowing children to freely and safely access the activities. Children's self esteem is fostered as

they confidently self-select play materials that interest them from the tables, trays and toy boxes at child height. Rest and relaxation areas enable children to sit together in comfort and the child sized furniture promotes children's independence. Children enjoy a variety of safe challenges on the portable toys in a secure, enclosed garden.

Children begin to learn aspects of personal safety as they regularly practise what to do in the event of a fire and through planned activities, such as visits from the police who run a road safety workshop. This helps children develop their awareness of how to keep themselves safe. Children sleep in safety and comfort because staff supervise them well and are close at hand for reassurance when they awaken. Their well-being is further assured because there is a designated child protection co-ordinator. Staff are knowledgeable about child protection issues and clearly understand the procedure to follow should they wish to report a concern.

Children move freely and with confidence in the nursery, as there are good safety arrangements in place. Staff vigilantly monitor access to the premises when visitors and parents arrive. This is well supported by the door intercom entry system, visitors records and effective procedures for the collection of children in an emergency. All the necessary safety equipment is in place and appropriate procedures for checking the fire equipment, portable appliances and food lift. Staff carry out a daily written risk assessment of the premises and note hazards to effectively address any areas of concern. They regularly check the toys, further minimising the risk of children accidentally injuring themselves. There are effective and well thought out procedures for keeping children safe and well whilst enjoying walks in the local community.

Helping children achieve well and enjoy what they do

The provision is good.

Children are progressing well in all areas of development and have a good time in nursery. This is supported by well planned activities because staff are using the 'Birth to three matters' framework and progress records to promote children's learning and development. Children are involved in their play and make decisions, choosing whether to play in the home corner, paint, play in the sand, look at books or sit at tables to do puzzles or join in board games. They begin to explore using their senses, as they look at the fish, taste different fruits, listen to music and respond gleefully when feeling the different natural resources in the treasure baskets. They sit and concentrate to complete tasks, for instance putting simple puzzles together or building a tower with four or six blocks. Children engage with interest at story time and enjoy singing. Staff reinforce children's learning through repetition and asking questions that make children think. During discussion time staff ask children about their painting and what they construct with blocks.

Children are happy and relaxed in nursery and show a good awareness of how to behave and keep themselves healthy and safe. Younger children gain confidence as they begin to play sociably alongside one another and with each other whilst staff are close at hand for reassurance. They relish staff's close contact as they play with the toys and gleefully copy actions to rhymes. They begin to develop a strong sense of 'Me, Myself and I' as they smile in response to others, pat their reflection in the mirror and respond to their name. They are developing their awareness of their physical needs, seeking eye contact as a way of communicating when tired or hungry. Children sometimes point to shapes and colours when playing. Babies love to babble and there are lots of chuckles as they shake the toys that make sounds. Children's early years experiences are further enhanced through walks in the local community and weekly French lessons.

Nursery Education.

The quality of the teaching and learning is good. Staff are very knowledgeable about how children learn and have a clear understanding about the Foundation Stage and six areas of learning. Activities are topic based, which are appropriate for the ability of children attending and stimulate children's enjoyment. Staff evaluate to monitor the children's learning outcomes and record how this supports plans. They use observation effectively to assess the children's progress and track their development through the stepping stones. They use assessment well to inform future plans, identifying how children are grouped and resources needed to support the plans.

Staff creatively organise the environment with a good balance of activities, allowing for both active play and relaxation. Children are supported well in small groups. Staff enthusiastically motivate the children's learning, skilfully judge when to become actively involved and when to allow children to independently explore. During group activities, staff give clear and concise instructions. They explain the rules of the game for lotto and matching pictures. Staff show interest in what children do and say. They ask children about their painting and what they make as they construct with blocks.

Staff provide interesting activities to encourage children's curiosity and investigative skills. Children learn about living things through eagerly searching out and examining bugs with magnifying glasses in the garden, drawing spiders and feeding the snails. Children talk excitedly about the daffodil bulbs they plant and learn that they need soil, water and light to grow. They delight in playing with the telephone, calculator, toy cash registers and oven. Computers are available for children to use at any time, developing their hand-eye co-ordination through fun learning experiences. They competently move the mouse to click on pictures and match shapes.

Children are happy, interested and involved in their activities and as a result behave very well. They relate well to each other and adults, demonstrating appropriate levels of independence. Children self register on arrival, put their own shoes and socks on, and help to tidy away the toys. They concentrate well and persist in tasks to achieve outcomes, for instance, putting puzzles together and constructing with blocks. During planned activities, children count and develop good mathematical skills, showing a keen interest in numbers and counting. When baking, staff explain how long the cake needs to be in the oven. They demonstrate time with the clock or toy watches helping children to recognise numerals. Children enjoy painting pictures of the daffodils they grow and differentiating between the different sizes and arranging shapes to create patterns. However, staff are not providing children with opportunities to attempt simple addition and subtraction in everyday activities.

Children become confident communicators. They initiate conversation with adults and happily chat about their home life and past and present events. They learn that print carries meaning through displayed words and captions. They have access to a good range of books for enjoyment. Children have many opportunities to practise their writing skills and mark-making, with free access to a variety of writing materials and paper. They write letters and draw lines and circles, which they display on the walls. They begin to recognise their name and the names of others. Children are encouraged to develop their creative skills and freely express their own ideas and feelings through art and craft. They talk excitedly about the jungle scene they make with tiger prints and observation pictures they paint of monkeys. Children build on their creativity and respond gleefully as they spontaneously dress up and roll play in the home area or 'willow den'.

Helping children make a positive contribution

The provision is good.

Partnership with parents is good, helping to meet the needs of all the children. Parents are warmly greeted by staff as they arrive and there is plenty of discussion about the children. Staff take time to write in the children's day diaries, also reassuring parents that children's interests come first. Parents comment very positively about their children's care, activities and progress they make. Their involvement in children's activities is encouraged, for instance, they happily make bonnets for the children's Easter festivities. A detailed notice board and regular newsletters keep parents up to date with developments. Parents are given a welcome pack as part of the enrolment procedures. However, parents of children in receipt of educational funding are given little written information about the children's learning programme or early learning goals. They have open access to their children's progress records and children's learning is discussed at the regular open evenings, but the children's progress records are not used to inform discussions. Consequently, parents are not fully aware of or involved in children's learning.

Children are very confident and happy in nursery. Their self-esteem is nurtured in a very positive environment where children are encouraged to feel good about themselves. Children's art work is celebrated because it is widely displayed throughout the nursery, promoting a welcoming environment for both the children and their parents. Staff manage the children's behaviour well and use effective strategies to reinforce good behaviour. Children play happily together and willingly share and take turns. Staff are consistent in their approach and provide good role models. Children begin to develop good social skills and learn what is expected of them. At lunch time children are very courteous as they spontaneously say 'please' or 'thank you' and willingly take turns on the computer. Younger children are developing the concept of sharing and gain independence as they help to tidy away the toys.

Children develop good levels of self-esteem and staff form caring relationships with children. They happily select activities, which help to make the environment relaxed, bright and attractive to the them, promoting a strong sense of belonging. Children are highly valued because staff have a good understanding of learning difficulties and disability. This sometimes involves staff in working in close partnership with parents or other professionals and accessing training, helping to meet the children's needs. All children are included and happily join in the days activities. They enjoy celebrating special events in their own lives, such as birthdays and a new baby when they make a card. Children begin to learn about other cultures as they celebrate a range of festival. They gain an awareness of diversity through the toys and resources. They play with a variety of different nationality dolls and look at books or do puzzles that reflect positive images. Children attend from different family backgrounds, further enhancing children's awareness of similarities and differences. Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

Children are cared for in a safe, comfortable and generally well equipped environment. Their well-being is safeguarded through effective systems for the recruitment, induction and supervision of adults who care for the children. There is written confirmation that staff are vetted and effective procedures so that non-vetted persons are not left unsupervised with children. There are written policies and training, such as child protection, first aid and food hygiene, helps staff to work together well, providing an effective service for the children.

However, the Local Safeguarding Children Board procedure is not clearly reflected in the child protection policy and the complaints records are not in line with new guidance. All the daily documentation is in place, stored with regard for confidentiality issues and made available for inspection.

The quality of leadership and management of the provision is good. The manager and staff work well together and this is reflected in the children's confidence and strong sense of belonging. The manager effectively monitors activity plans and organises staff meetings and appraisal sessions to identify any staff training needs. There is a clear commitment to improving the care and education for all children. Staff attend regular training to improve their skills and knowledge. Courses attended have included 'Foundation Stage', 'Treasure Baskets' and 'Birth to three matters'. Room planning times and regular team meetings help staff to share ideas, contributing to the quality of care and learning offered.

Children benefit from good adult support and the experience of the qualified staff who provide a stimulating and welcoming environment. Children are cared for in four age related groups and every child has a named key worker, contributing to children's happiness and sense of security. Staffing ratios provide good levels of individual and group support for children, helping to meet the needs of all children. Staff have organised the activities and resources allowing for both active play and relaxation, assisting children to develop their independence. Children gain confidence and have plenty of fun pursuing activities that appeal to them. Children's continuity of care is nurtured through the regular sharing of information with parents.

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

Improvements since the last inspection

At the previous inspection two recommendations were raised to meet the National Standards and improve the quality of care, which referred to organisation. They have introduced a system for recording incidents of physical restraint, and reviewed practice for completing children's medication records. Therefore, improving the quality of care offered.

Complaints since the last inspection

Since the last inspection there has been one complaint made to Ofsted that required the provider or Ofsted to take action in order to meet the National Standards. The concerns related to National Standard 1 Suitable person, National Standard 11 Behaviour and National Standard 13 Child Protection. The concerns were originally referred to another agency. A childcare inspector then visited the provision on 14 November 2006. An action was raised and satisfactorily met by the registered provider. The provider remains qualified for registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaint record may contain complaints other than those made to Ofsted.

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The quality and standards of the nursery education are good.

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):

- continue to build on the range of outdoor resources that extend more able children's gross motor skills
- review the complaints records and child protection policy.

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):

- continue to improve upon the opportunities that help to develop children's independence and calculation in everyday activities
- improve information for parents on the children's educational programme, and continue to develop parental involvement in reviewing their children's progress records.

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