



Just Learning Nursery

Inspection report for early years provision

Unique Reference Number	508972
Inspection date	11 July 2005
Inspector	Fran Fielder
Setting Address	Larkspur Drive, Eastbourne, East Sussex, BN23 8BS
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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 is part of a substantial childcare chain. It was registered in 2000 and operates from purpose built premises. It is situated in a residential area on the outskirts of Eastbourne.

A maximum of 100 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 until 18.30 all year round. There are currently 183 children aged under five years on roll. Of these, 52 children receive nursery

education funding. The nursery supports a number of children with special needs and children who speak English as an additional language.

Facilities include ten childcare rooms each with integral toilet and nappy changing facilities for children. There are separate staff facilities including toilets and staff room, a kitchen, hall and office. There are three fully enclosed outdoor play areas with large play equipment for different age groups. There is a staff and visitor car park to the front of the property.

There are 31 childcare staff including the manager and deputy. Of these, 21 have an appropriate childcare qualification. There is also a cook and an administrator. The nursery receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children play in a clean environment where they learn the importance of good personal hygiene. Effective daily routines and the staff's own good practice prevent cross infection. For example, after nappy changing staff and children wash hands. This encourages good practice from a very early age. There are very good systems in place to ensure children who require medication receive the correct dose.

Mealtimes are social occasions and children eat well. They receive nutritious snacks and meals that help them develop healthy eating habits. Staff take into account all dietary needs to ensure children remain healthy. Topics such as 'Healthy Living' and 'All about me' also help children understand the need for a balanced diet and sufficient rest. Regular drinks, especially during warm weather, ensure babies and children do not become dehydrated.

Staff follow babies' individual sleeping and feeding routines. This provides continuity of care. Delightful interaction and warm relationships promote babies' emotional well being. Staff encourage babies to express their feelings. Babies and toddlers receive good support from staff while learning to control their bodies and building physical skills.

All children benefit from daily access to a spacious outdoor area. Children enjoy a good range of well-planned activities that help keep them healthy and develop their physical skills. For example, during mathematical activities children make shapes with their hands and work as part of a group to create large shapes on the floor. They are competent when using the climbing frame and move over, under and through with ease. They show good co-ordination when throwing, jumping, running and balancing. Children are beginning to understand the changes that occur after physical games and the importance of regular exercise.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children arrive happily and settle well. There are informative posters, mobiles and bright displays of children's work that make the nursery very welcoming for children and adults. Each room has soft furnishings providing good opportunities for children to relax or read in comfort. Children can move around and play safely. They choose freely from a wide range of good quality toys and resources. These are appropriate for the children's age and stage of development.

There is enough safe and suitable furniture to allow children to play, work and eat in groups. Sufficient cots and beds allow children to rest and sleep in comfort and safety. Staff monitor sleeping children to ensure their safety and well-being.

Regular risk assessments enable staff to identify and minimise any potential hazards. Daily checks ensure the immediate removal of any broken toys so they do not harm a child. Staff check the safety of the outdoor area before children play although a few nettles still cause problems. The large play equipment is secure and well maintained ensuring it is suitable for children's use.

Security cameras and an effective entry system ensure only adults who should be on the premises have access to areas used by the children. This keeps children safe from unwanted visitors.

Staff have a sound understanding of the procedures to follow if they have any child protection concerns about a child in their care. This promotes and safeguards children's welfare. Children learn valuable lessons about 'Stranger, Danger' from local police officers.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very happy, confident and independent. Babies and toddlers enjoy lots of positive interaction with their key worker. This gives them confidence to try new challenges. Staff work well with babies and toddlers to support early communication skills. Story time is a popular feature of the daily routine and all children develop an interest in books. Staff use the 'Birth to three matters' framework to plan meaningful activities for babies and children under three. Young children enjoy many activities that stimulate their senses such as, playing with musical toys, sponge painting and feeling different textures.

Staff encourage children to play together and share. Lots of praise and encouragement develops children's self-esteem. All children enjoy plenty of opportunities to develop their social skills. For example, they sit together and chat at meal times, negotiate and co-operate during role-play and learn to share while playing team games.

Staff use unexpected events to help children to build on their natural curiosity as learners. For example, as a helicopter flies overhead staff ask the children if they can identify the sound.

Nursery Education

The quality of teaching and learning is good. A well-balanced curriculum ensures children have a wide range of experiences that supports their learning in all areas. Plans include differentiation to ensure challenge and support for all. Good observations identify children's stage of learning so that staff can plan the next steps for each child. Focussed activities excite the children and staff present these well. However, the size of the group can hinder children's enjoyment and lead to some disruptive behaviour. In general, children behave well.

Children love books; they enjoy choosing favourites and use the pictures to re-tell the stories to friends. They express their ideas and experiences well, using good vocabulary.

There are many opportunities throughout the day for children to develop their understanding of number, calculation and shape. For example, singing songs such as, 'Five Currant Buns' and 'Five Little Monkeys Jumping on the Bed' develop an understanding of early calculation.

Children learn about the wider world from visitors such as a doctor, dentist, guide dog and owner. They find and observe mini-beasts in the outdoor area and watch butterflies emerge from cocoons. This increases children's knowledge and understanding of the world. Well-presented topic work ensures children remember their learning experiences. For example, while looking at the life cycle of a frog the staff put jelly into a feely box to simulate the feeling of frogspawn.

Children express themselves creatively through a range of mediums. They paint, draw and make collages that represent their experiences. They enjoy experimenting with different ways of using paint. For example, children delight in the results gained from blowing paint through a straw. Children enjoy dancing together and know the words to many action songs such as 'Ring, A-ring, A-roses' and 'Row, Row, Row Your Boat'. Staff encourage children to introduce new songs and to sing them to the group. They do this confidently and children appreciate each other's contributions.

Helping children make a positive contribution

The provision is good.

Staff set a good example by showing respect for children and adults alike. Staff encourage children to enjoy all resources and activities. The celebration of festivals such as 'Ethiopian New Year', 'Australia Day' and 'Hanukkah' help children understand other cultures. As a result, children develop a positive attitude towards diversity. This also fosters children's spiritual, moral, social and cultural development well.

There are good systems in place to support children who have special needs. Close liaison with parents and outside agencies ensures all children's needs are well planned for and met. Praise and encouragement makes children feel good about themselves and help them learn self-control.

The partnership with parents and carers is good and contributes towards children's achievements. Staff gather relevant information on the registration forms so they can give appropriate care. Parents and staff work together and share information about children's individual progress and development. Continual assessment and monitoring, both within the nursery and at home, ensures children's individual needs are fully met. Staff involve parents in their child's learning by giving suggestions regarding activities that can extend learning at home. Parents contribute to their child's assessment at parents' evenings.

Organisation

The organisation is good.

Staff organise space well to ensure children gain fully from all activities. Staff deployment is effective and ensures good supervision at all times. Generally, children play and work in groups according to their age. Staff also take account of children's individual developmental needs before moving them to the next group.

There are effective recruitment procedures in place. After a probationary period, staff can attend further relevant childcare training. This means that suitable, experienced and qualified persons look after children.

Leadership and management are good. A good team work with the funded children. Clear communication and guidance allows them to provide a stimulating well-balanced programme. Teaching is monitored through observation and discussion. Evaluation of the activities identifies strengths and areas for improvement.

Clear aims reflect a commitment to improving the quality of care and education. Regular appraisals identify training needs and staff are encouraged to enrol on relevant courses. This supports staff in their role and ensures they have the latest and most relevant information available.

All mandatory records are well maintained to ensure the safe and effective management of the setting in order to promote children's welfare. The provision meets the needs of the children who attend.

Improvements since the last inspection

At the last care inspection the nursery was asked to reduce the impact of strict timetabling on the play activities of children aged two and over and to enhance the range of activities and resources that promote equality of opportunity and anti-discriminatory practice.

The timetable is very flexible. This allows children to continue working and concentrating on self-chosen activities. There are suitable arrangements for children to revisit tasks later in the day if they wish. There is a good range of resources that reflect all aspects of society and the nursery continues to build up these resources. Many festivals and celebrations help children develop a positive attitude towards

diversity. All children have access to all toys and resources.

At the last education inspection two key issues were raised. One referred to the assessment and planning to ensure appropriate challenges and the other referred to the use of everyday activities to develop and reinforce children's learning.

Good observations ensure children's achievements are carefully assessed. Each child has individual targets that are used to inform the planning. Planning also shows differentiation which ensures appropriate challenge for all.

Staff use everyday activities such as snack time to reinforce children's learning. Children count and compare cups. Plans include opportunities for indoor and outdoor play, time for children to pursue their own interests and to take part in adult led activities. This allows staff time to use the daily routine to remind children of previous activities. This reinforces children's learning and extends their thoughts and ideas.

Complaints since the last inspection

A complaint was received regarding standard 7:Health. It related specifically to the administration of medication and how it was recorded.

The nursery was asked to carry out an internal investigation which they did. The group have revised their policy on the administration of medication. Individual medication is no longer kept on the premises except when the child is present. Parents complete a medication form which includes the child's full name, the medication and the dose to be given. It also includes the time when the medicine should be given and the medication expiry date. There is space on the form for staff to write when the medication is given and the dosage. Parents sign to give prior consent and countersign to acknowledge entry. Two staff are present when the medication is given so that the dose and time can be verified. This system ensures that children are given the correct dose of medicine according to parental request.

Ofsted were satisfied with the internal investigation and took no further action. The provider remains suitable to provide care for children under eight years.

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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):

- ensure the outdoor area is checked and cleared of any plants that could cause harm to children

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):

- make better use of time and space to organise the focussed activity to maximise children's learning and enjoyment

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk