

Just Learning Nursery

Inspection report for early years provision

Unique Reference Number	EY231242
Inspection date	26 March 2008
Inspector	Cheryl Walker
Setting Address	164 Old School Place, Croydon, Surrey, CR0 4GB
Telephone number	020 8680 4230
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Registered person	Just Learning Ltd
Type of inspection	Integrated
Type of care	Full day care, Out of School 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 Day Nursery is one of a number of nurseries run by Just Learning Limited. It opened in 2002 and operates from a purpose built building amidst a housing complex in Croydon. A maximum of 112 children may attend the setting at any one time. The nursery is open each day from 07:45 until 18:30 all year round.

All children share access to a secure, enclosed outdoor play area. The building is fully wheelchair accessible. The nursery has a contractual obligation to prioritise places for staff and students at Croydon College.

There are currently 90 children aged from two months to five years on roll. Of these, 27 children receive funding for nursery education. The setting supports children with learning difficulties and/or disabilities and also children who speak English as an additional language.

The nursery employs 23 members of staff. Of these, 16 hold appropriate childcare qualifications and six are working towards qualifications. Of the qualified staff, nine are completing further education courses.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is effectively promoted within the setting. Children play in a clean environment, where good daily routines ensure they understand the need for good personal hygiene. For example, when children visit the toilet they know that they must wash and dry their hands afterwards. Visual reminders are in place to assist children with the simple routines. Staff know and understand how to protect children from infection. Standards of hygiene are good and staff effectively implement the setting's clear policies and procedures. They ensure that disposable gloves and aprons are worn when changing nappies and that changing areas are thoroughly cleaned between uses. Bottles, drinking cups, toothbrushes and creams are appropriately labelled with children's names to prevent risk of cross contamination. Older children brush their teeth after lunch, encouraging them to develop good habits for the future. Children's cots are labelled and bedding changed weekly. A comprehensive sickness policy ensures that children who are infectious do not attend, protecting the health of others in the setting.

Most staff have up to date first aid training, enabling them to deal appropriately with children's accidents. All staff are aware of the correct procedures to follow in this event and good systems are in place for recording and monitoring any incidents. Parents give prior written consent to administer medication to ensure children receive the correct dosage according to their needs.

Children enjoy regular physical activities that help keep them in good health. A well planned outdoor area, which children have frequent access to, ensures they have good opportunities to practise their physical skills. They confidently balance, climb and negotiate space well during outdoor physical play. They skilfully ride cycles, manoeuvring around obstacles in their path. Children regularly practise their fine motor skills using small tools. They use pens, pencils and scissors effectively, with increasing precision.

Menus are well planned, providing children with a nutritious variety of meals, prepared from fresh on the premises. Children enjoy healthy snacks and know that fruit is good for them. Fruit is prepared for the children to eat together at set times during the morning and they can access drinks of water at a time of their choosing. They are encouraged to learn about healthy living through good routines and discussion with staff, who sit with the children during mealtimes and talk about which foods are good for them. Children are able to discuss which foods they consider to be healthy. Children's individual dietary needs are discussed with parents at the beginning of their placement and these are respected by staff. Good systems are in place to ensure that all staff are aware of children's individual dietary needs and any changes are quickly communicated.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play and learn in a safe and secure environment where they can move around safely and freely. Space is reviewed regularly and organised effectively to promote children's independence. The majority of the play space is inviting, well resourced and laid out to encourage children's interest. Good quality resources are regularly checked to ensure their safety before children's use.

Children's safety is promoted well because staff are clear about their roles and work to the comprehensive policies and procedures that are in place. Staff are vigilant and use risk assessments well to reduce potential hazards. All areas, whether at the setting or on outings are checked and monitored regularly to ensure that children are safe to play. The security is very good ensuring children are unable to leave the premises without a suitable adult and documentation confirms that all visitors to the setting are recorded. The setting have closed circuit television so that visitors and those within close proximity can be checked before allowing entry. Regular fire drills help children become familiar with the procedures so they learn how to leave the premises quickly and safely. Children are well supervised because staff are deployed very well throughout the nursery to ensure ratios are maintained and children are kept safe.

Children are safeguarded from abuse or neglect because staff demonstrate a clear understanding of their role and responsibilities with regard to child protection. All members of the team are required to attend child protection training as company policy.

Helping children achieve well and enjoy what they do

The provision is good.

The youngest children in the setting enjoy a cosy and warm environment which is comfortably furnished with cushions and soft areas to suit their needs. Staff interact warmly, using lots of facial expression, eye contact and gentle voices to soothe. Babies enjoy cuddles and snuggle in when they are settled for a sleep. Young children explore and experiment through a range of well-planned and stimulating activities that are appropriate for their stage of development.

A recently introduced free-flow system in one of the baby rooms allows children to explore at their own pace and provides them with a rich variety of experiences to take part in. They are able to make choices about where they play, supported by caring staff. There are good opportunities for children to explore using their senses when they play with the soil, sand, water and paint activities. Children use their creativity when they paint onto their hands and print onto paper.

Staff have good knowledge of the children and their individual needs and abilities. Children receive ample praise in their work and play which promotes their self-esteem and confidence. They show a well developed self-respect for others in the setting. Staff plan children's activities according to their interests and link their observations of children's learning to the Birth to three matters framework.

Nursery education

The quality of teaching and learning is good. Staff have a secure understanding of the Foundation Stage and how children learn and progress. They use a good range of teaching methods, which motivate children and ensure they are keen to take part. Activities and experiences build on children's interests, making them meaningful to children and provide good levels of challenge. Children contribute to the planning by thinking about what they would like on the tables and discussing ideas, which staff then take forward into their planning. They show high levels of independence, imagination and concentration and make good progress towards the early learning goals. Staff make regular observations of children whilst they play and use the information gained to plan activities that build on what children already know and can do. An enabling environment is created to allow children to independently access the materials, activities and toys they need, though the craft area does not effectively present children with a rich variety of materials to stimulate their imagination.

Staff interact well with the children, who enjoy their company and involve them in their play. Children are confident and independent. They know where items are stored because items are well labelled and accessible to them. They help to tidy toys away and work together to carry boxes, explaining to staff that 'we're carrying this together' when they help their friends. Children are successfully beginning to understand differences in their lives to others around them. They talk happily about themselves and make connections between their families and home life. Each child has a personal folder in which to store photographs of home and nursery life, examples of their work and anything else that is of importance to them.

Children can recognise their names and some can confidently write their letters clearly. They self-register when they post their name cards into the post box and have the opportunity to find them again when they come together as a group before lunch. Staff encourage children's use of number within the daily routine in a way that is fun, for example, during song time, when one, two, three children go to the bathroom to get ready for lunch. They begin to understand the concept of simple addition and subtraction when they can work out that when they take one away from four there are three left. Children's understanding of space and measure is developing well. They successfully work out how many cups they need to fill the bucket of sand.

Children use their imagination in a variety of ways. They use a range of resources to represent their experiences when they play, for example when they use the construction toys to make mobile telephones and talk to members of their family and friends. They act out various scenarios during role play and become engrossed in the home area, cooking, shopping and changing the babies.

Helping children make a positive contribution

The provision is good.

Children benefit from a setting that values diversity and welcomes all children, including those with learning difficulties and/or disabilities. Information about children's needs is discussed thoroughly with parents before children start, and staff are sensitive in ensuring that parents' wishes are met. New children are able to bring items of comfort from home to help them to settle into new surroundings. Children with English as an additional language respond positively when staff use key words from home to help them settle in. Children enjoy a variety of activities that help them develop a positive view of the wider community and find out about different cultures and beliefs.

Children behave very well and benefit from lots of praise and encouragement. Staff are good role models and consistently apply positive methods to manage any undesirable behaviour. The strategies used are appropriate and help children to understand right from wrong. At considered times, staff take a step back to allow children to attempt to resolve their own disputes, which helps children to learn to negotiate with their peers. Children's spiritual, moral, cultural and social development is fostered.

Partnership with parents is good. Staff work closely with parents. They are friendly and approachable and exchange information on a daily basis, which helps children experience consistent care. Parents are kept up to date through progress reports, newsletters and notice boards, and have regular opportunities to meet with key staff to discuss their child's progress. The setting also offer two parent's evenings per year where, parents are seen on an appointment basis to discuss children's achievements, progress or concerns. Pre school staff have recently

introduced an effective system of helping parents to share in their children's learning by compiling a next steps sheet, where targets are agreed and monitored.

Parents have access to the setting's comprehensive policies and procedures and are well informed about how to make a complaint or suggestion if they choose to. A complaints log is held and is available to parents if they ask to see it, though this information is not wholly confidential.

Organisation

The organisation is good.

Children benefit from a well planned and organised environment, where an enthusiastic and committed staff team show a clear understanding of their role in supporting the children in their play and learning. Staff are up to date in their practice and implement guidance and frameworks well. Robust systems are in place to ensure staff are suitable to work with children and clearly written policies and procedures guide them in their work. Clear systems are in place to monitor and evaluate the effectiveness of the setting in meeting children's needs. All mandatory records are in place and well maintained, though not all are held with full awareness of confidentiality.

Leadership and management of the setting is good. Effective systems are in place for the continual assessment and development of staff. Staff work well as a team, with clear lines of communication and guidance allowing them to provide a stimulating well-balanced programme. There are good opportunities for them to contribute to planning and update their practice. Observations and appraisals allow staff to assess their own practice and set targets for improvement. Clear aims for the setting and continual plans for further improvement, through regular evaluation and action plans, reflect a pro-active approach to children's care and education.

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

Improvements since the last inspection

At the last care inspection the setting were asked to ensure soft furnishings were hygienically maintained, regulate the temperature in the baby room, and improve interaction and staff deployment during lunch periods. All areas have been suitably addressed. Soft furnishings are cleaned weekly, the baby room is well ventilated and staff are appropriately deployed. Interaction between staff and children is positive.

At the last inspection for nursery education the setting was asked to improve the children's opportunities to explore programmable toys and equipment and to raise children's awareness of staying healthy and safe. All recommendations have been addressed. Children have consistent access to computers and programmable toys and show a growing awareness of healthy eating and keeping themselves safe.

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.

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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):

- review the complaints log to ensure records are held with an awareness of confidentiality

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):

- ensure all areas are arranged to invite and encourage children's curiosity and stimulate their interest

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