

# Just Learning Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY272707
<b>Inspection date</b>	25 October 2007
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<b>Registered person</b>	Just Learning Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 satisfactory. 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 which is located on the Meridian Business Park, is part of a chain of nurseries run by Just Learning Limited. It opened in 2003 and operates from a purpose built building close to the outskirts of the city of Norwich. It is conveniently situated to serve the local area and commuters to the city.

The nursery is registered for a total of 112 children up to the age of five years. There are currently 133 children on roll. Of these, 29 children receive funding for early education. The nursery has experience of supporting children with learning difficulties and/or disabilities and children who speak English as an additional language.

The nursery is open each weekday from 07:30 and 18:00 all year round, with the exception of bank holidays, Christmas Eve and New Year's Eve.

The nursery employs 31 members of staff who work directly with the children, with additional staff who support the overall running of the setting. Of these, 22 hold appropriate early years qualifications and four are working towards further qualifications.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is satisfactory.

Children benefit from playing in a generally clean environment where most staff follow appropriate hygiene procedures. For example, staff follow good hygiene procedures when they change the younger children. Children are encouraged to wash their hands after visiting the toilet and know this helps to prevent the spread of germs. They confidently talk about why they need to wash their hands and clean their teeth during informal discussions. However, older children do not learn the importance of washing their hands at other times. For instance, before snack time to prevent the spread of infection.

A good ratio of staff hold a current first aid certificate which enables children to be given appropriate care if there is an accident. Parents give prior written consent to administer medication. This ensures children receive the correct dosage according to their needs. The nursery operates an effective sick child procedure and displays a list of communicable diseases for parents to view, with appropriate exclusion periods. Consequently this helps to ensure children are protected from contagious illnesses.

Children receive varied and nutritious meals and effective procedures ensure children's individual dietary and medical needs are well met. Children have good access to drinking water throughout the day which enables them to recognise when they need to have a drink. Mealtimes are a social occasion where children sit and chat freely to staff and to their friends. They are learning about foods that are good for them through meaningful discussions. For instance, children talk confidently about carrots helping them 'see in the dark', and talk about their bodies 'needing water like racing cars requiring gas to work properly'. Although the older children are encouraged to serve their own portions during lunch time, lack of serving equipment sometimes results in children having to sit for lengthy periods of time until they are able to have access to either the meat or vegetables. This results in some of the food being cold. Younger children in some rooms are not given consistent opportunities to feed themselves to help develop their independence.

Children enjoy taking part in physical play both indoors and out which helps to develop a healthy attitude towards physical exercise. Children use a range of equipment including slides and climbing frames to develop their balance and co-ordination. They are competent when they manoeuvre the trikes and bikes around the garden. Babies and toddlers are learning to control their bodies, gaining physical skills appropriate to their stage of development. Children competently use a wide range of small tools and equipment with increasing control including, scissors, glue sticks, and different sized paint brushes.

Staff follow babies' individual routines for eating and sleeping which helps to establish continuity of care, and supports babies' overall physical development. However, some of the sleep routines are not always fostering children's emotional development.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children benefit from playing in a generally bright and welcoming environment where children's creative work and child-friendly posters adds to the cheerful atmosphere. Staff organise the indoor play space effectively. This allows children to generally move around the premises safely

and freely. Children are able to freely use the outdoor play area which is accessible during every session to offer them further learning opportunities. Staff have ensured resources and equipment are well-organised, easily accessible and clearly labelled. This encourages children to self-select their own selection and enables them to make choices and initiate their own learning.

Children use a wide range of good quality toys and resources appropriate to their age and stage of development, offering appropriate challenges to extend their development. Children are able to play in a generally safe environment because most staff are adhering to the setting's risk assessment. However, some rooms have not implemented appropriate safety equipment, therefore this potentially puts children at risk of harm.

Children are developing an understanding of how to keep themselves safe to avoid accidental injury through staff using simple explanations. For example, children are reminded about the dangers of sitting on the chairs inappropriately, and older children have covered topics such as making road safety signs. Staff have sound understanding of the signs and symptoms of abuse and update their child protection training. This ensures they remain knowledgeable about what action to take if they have any concerns about a child in their care. Consequently, staff are able to quickly recognise when a child is in danger and act in the child's best interest.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children enjoy their time at the nursery and they arrive happy and confident. Sensitive individual settling-in routines help children quickly settle into the nursery environment. For example, they are able to bring special comforters from home and are able to see photographs of themselves in all of the rooms. This helps young children to develop a sense of belonging within the setting and enables them to develop positive self-image. Consequently, they are making good progress in their personal, social and emotional development.

Children are very competent in taking care of their own personal needs. They are encouraged to take off their own coats and shoes and very young children hang their coats on their peg, whilst helping others. This helps children to become independent, and encourages them to develop good self-esteem. Children are developing good relationships and get on well with their peers and adults. They warmly greet children who are arriving and show genuine affection and care towards each other. They take the initiative in their learning and show good levels of concentration during their play.

Children are involved in a broad range of planned activities and spontaneous events, which support their development and overall learning. They have very good opportunities of first-hand experiences, and show excitement and wonder. For instance, they eagerly explore the worms in the garden comparing the different sizes, and then carefully scoop them up in their spades to place them back in the earth. Toddlers explore the marks they make by using water and paint brushes in the garden. Older children show great excitement and wonder when they attempt to play a didgeridoo for the first time. These important experiences enable children to build on their natural curiosity as learners and help extend their learning in meaningful ways.

The quality of teaching and learning is good. Staff have a secure understanding of the Foundation Stage, the stepping stones and how children learn. This enables them to plan a broad range of practical and meaningful activities that relate to children's interests, which helps to motivate further learning. Consequently, children are truly interested in what they are doing which helps them to become focused, able to resist distractions and persist for some time.

Some staff show great enthusiasm in how they approach teaching, which inspires children to learn. This in turn helps children to become enthusiastic learners. However, this approach is not being consistently followed by other staff and consequently, there are sometimes missed opportunities to extend children's learning during spontaneous events.

Staff manage children's behaviour skilfully which enables them to learn about the effect their behaviour has on others, enabling children to work together co-operatively. The environment is well-organised and appropriate use is made of the outside play area, and availability of a range of relevant resources. Staff use their knowledge of children's starting points and use the information gained from assessments. This helps to inform planning and move children to the next stage in their learning. However, planned and focused activities are not always being effectively evaluated to demonstrate if learning objectives have been successful. Therefore, this does not help staff recognise where they are successful in promoting learning, and where aspects require improvements.

Children are confident learners and are encouraged to listen to stories attentively whilst explaining their thought and ideas. During circle time they are able to express their feelings and discuss the objects they have brought from home. They enjoy looking at books and pretend to read their favourite books to other children. Some of the older children are able to confidently write their name and are becoming aware of which letters represent some of the sounds. Role play activities are used effectively to increase opportunities for children to develop literacy skills in meaningful contexts. For example, writing tickets for the train station.

Children use numbers confidently to count in activities and routines. They understand a good range of mathematical language relating to size and quantity in play situations. Resources enable them to use their knowledge to solve simple problems and recognise shapes in their environment. Children discuss the weather and seasons to help them become aware of changes. They are learning about living things such as worms they have found in the garden, and have cared for African snails. They take great delight in operating programmable toys such as a train they have brought in from home. Children draw pictures of where they live and draw maps. They confidently build structures by using a variety of constructional materials.

Children are able to express their creativity and feelings through using a wide range of different materials and media. They enjoy creating three-dimensional structures when they make junk models, and have built up a wide repertoire of songs in addition to using a good variety of musical instruments.

### **Helping children make a positive contribution**

The provision is good.

Children's spiritual, moral, social and cultural development is fostered. Staff encourage and support all the children so they can maximise the experiences and enjoyment of the activities on offer. Planned activities help children appreciate other cultures and the wider world. For instance, children have celebrated other cultural festivals. Themed activities together with sufficient resources help children to develop a positive attitude to others. There are appropriate systems in place to support children with learning difficulties and/or disabilities. Close liaison with parents and outside agencies ensure all children's needs are well planned for and met.

Staff are positive role models and manage children's behaviour calmly and patiently while using lots of praise and encouragement. Children are beginning to understand what is expected of them in terms of acceptable behaviour, because staff set fair and consistent boundaries. They

are also beginning to understand the need for self-discipline and consideration for others. Children are beginning to learn social skills such as sharing the resources and taking turns on the play equipment.

The partnership with parents and carers of funded children is good. Relationships with parents are friendly and supportive and parents provide appropriate and relevant information about their child's medical and dietary needs to the staff. This helps to ensure children receive individual care and attention. Parents are given appropriate information about the nursery through the prospectus and newsletters. There are good systems in place to keep all parents informed about their children's ongoing development. For example, daily care diaries are used for the younger children, and scrap books record special 'wow moments' in terms of children's developmental milestones.

Parents of funded children are able to attend formal meetings with their children's key worker during the year to discuss their child's learning and progression. Parents are invited to attend an information meeting covering the Foundation Stage. However, they are not given sufficient opportunities throughout the year, to continue to help them become involved in their child's learning at home.

## **Organisation**

The organisation is satisfactory.

The setting has robust recruitment procedures in place to ensure the suitability of the staff. Consequently, staff are suitable and qualified to care for children which promotes their welfare. Management encourage staff to undertake relevant core training such as first aid. However, some staff are not being given sufficient support to maintain their professional development. For instance, regular appraisals are not being used consistently to ensure the training needs of staff are identified and met. Consequently, some staff are not being fully supported in their role in order to promote the effective management of the setting. Organisation in some of the rooms for sleep and meal times are not fully supporting children's needs.

Children are appropriately grouped and are able to benefit from a balanced range of activities that allow them time for quiet and active play. There are appropriate systems in place to enable staff to understand their role and responsibility and work together as a team. This means they are able to offer children a stimulating and well-balanced programme. A good two-way flow of information between parents ensures continuity of care. Information kept about children is relevant and helps to promote their welfare. The premises layout is well-organised and enables children to play freely. All mandatory records are in place, confidential and well maintained. Overall the provision meets the needs of the range of children for whom it provides.

Leadership and management of the nursery is good. Management has created an inclusive setting where the aims are for children to feel good about themselves, and make good progress towards the early learning goals. This is being achieved through staff being supported by management through regular meetings where they are able to come together collectively as a group, or meet in their rooms to discuss their ideas for planning. Staff who have responsibility for the provision of early nursery education receive additional support from designated staff outside of the setting. This assists staff in developing the nursery curriculum. However, management within the setting are not always using effective monitoring systems to ensure effective teaching strategies are being shared, while giving staff clear pointers for improvement.

The setting actively seeks parents' views and uses feedback from parents to evaluate practice. For example, further links with outside agencies are being formed to help assist the transition between the setting and children's schools. Development plans for resources in each room are used to monitor and evaluate areas for improvement with key issues for action. This demonstrates the setting's commitment towards improving the education for all its children.

### **Improvements since the last inspection**

At the last inspection the setting was asked to develop further systems to improve progress records relating to children under the age of three years. They were also required to ensure the provision had adequate furniture to meet the varying needs of the children. The setting has now introduced further progress records for children under three which enables staff to plan for individual learning. A suitable range of furniture is now in place which meets the developmental needs of the children while supporting their comfort.

### **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 the 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 satisfactory. 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 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):

- make sure children learn the importance of good hygiene through using consistent effective daily routines
- ensure staff are consistently following the setting's risk assessment
- improve organisation for key periods of the day such as sleep and meal times to ensure children's needs are being appropriately met
- continue to develop opportunities to support staff's professional development (also applies to nursery education)

#### **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 sure there are effective systems in place to demonstrate if learning intentions have been successfully achieved
- continue to provide more opportunities for parents to take an active role in 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](http://www.ofsted.gov.uk)