

# Just Learning Nursery

Inspection report for early years provision

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**Unique reference number** EY332752  
**Inspection date** 03/11/2008  
**Inspector** Mary Van De Peer

**Setting address** Trinity Road, Eureka Leisure Park, Ashford, Kent, TN25 4BN

**Telephone number** 01233 629200  
**Email** ashford@justlearning.co.uk  
**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

Just Learning Nursery is one of 74 nurseries run by Just Learning Limited. It opened in 2006 and operates from seven rooms in a purpose-built building in Ashford, Kent. There are no stairs or steps and all toilets are at ground floor level. A maximum of 108 children may attend the nursery at any one time, with a maximum of 40 being under two years. There are currently 132 children in the early years age range on roll, 45 of whom receive government funding. The nursery is open each weekday from 07:30 to 18:30, all year round. All children share access to secure enclosed outdoor play areas. Children come from a wide catchment area. The nursery currently supports children with learning difficulties and/or disabilities and also a number of children who speak English as an additional language. The nursery employs 24 staff, including administration and catering staff. There are 18 staff, including the managers, who hold appropriate early years qualifications. There are three staff who are working towards a qualification. The setting receives support from the Local Authority. The provision is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register.

## **Overall effectiveness of the early years provision**

The setting provides a very secure environment in which all children are making progress in the Early Years Foundation Stage. Every child is able to enjoy and benefit from the wide range of activities and experiences made available. The effective use of reflective practice is helping both management and staff identify the setting's strengths and weaknesses, so that improvements can be properly assessed and planned for.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- continue to promote and provide opportunities for children to help them know themselves and what they can do
- consider reviewing how confidentiality is observed when recording children's daily activities for parental feedback

## **The leadership and management of the early years provision**

The nursery provides many opportunities to help promote children's independence. It has accessible, good quality and age appropriate resources and equipment for every child to enjoy. Management encourage staff to follow a flexible routine and use the planning systems in place to ensure all areas of learning are covered. Although many areas of the nursery provision are being evaluated successfully, the process has not been fully documented. Therefore, it is not consistent throughout the nursery and some procedures have not benefited from a review for

improvement. For example, confidentiality in recording care information on younger children. Recommendations made at the last inspection included reviewing the processes for providing for each child's individual needs, promoting their independence and creating more opportunities for child initiated play. Staff have introduced a variety of different ways, including better access to outdoor areas and encouraging children to learn how to look after themselves. Children are able to benefit from more freedom in their play and make decisions about what they want to do.

Children are well protected as the nursery has clear safeguarding procedures in place. The staff recruitment policy and procedure is robust and strictly adhered to. All new staff have an induction period which includes close monitoring. Adult ratios consistently meet or exceed requirements so children are well supervised. All staff have annual appraisals, promoting staff development and training opportunities for all. Room discussions and management meetings also contribute to the process of continual improvement throughout the nursery. All areas in the building are risk assessed on a daily basis, ensuring any hazards are minimised. There are closed circuit cameras all around the outdoor areas, including the car park. Children are monitored when they playing outside and callers and visitors to the nursery can also be tracked, this helps reassure parents. Children are learning the importance of personal hygiene practices. They are encouraged to care for themselves as, for example, there are appropriate hand-washing procedures in place. This helps to prevent the spread of illnesses. Children who are unwell do not normally attend the nursery. An emergency evacuation procedure is practised on a regular basis, enabling children to learn about keeping themselves safe. The majority of staff hold a recognised First Aid certificate, resulting in children's minor injuries being treated efficiently. Staff have a clear knowledge and understanding of the nursery's record keeping procedures. For example, the required information on attendance, accidents, incidents and medication administration is recorded appropriately and stored securely. Meals and snacks are prepared and cooked on the premises. The menu is on a rolling week programme and is displayed in the hallway. It is varied and well-balanced, including foods such as pasta, meat, vegetables, fruit, couscous and bread. On the day of this inspection, the heating and cooker broke down so salad items, cold meats and fruit were provided. Water is always available for every child throughout the day. The nursery provides parents with information about the care they provide all children, through policies and procedures. Key persons give feedback to parents on their children's individual development and progress. Parents confirm that they are very pleased with the care their children receive and they are happy at the nursery. Relevant information is written and shared, helping to ensure children receive continuity of care.

## **The quality and standards of the early years provision**

Children are provided with a good variety of opportunities and experiences that enable them to make progress in their learning and development. The different childcare areas mean children are cared for in whichever area best suits their age, individual needs and stage of development. They all have access to secure outside play areas. However, these have been earmarked for further improvement so that the environment is even better at meeting the children's needs and enhancing their

outdoor play experiences. Babies and young children have plenty of free floor space to crawl and learn to walk. Soft cushions and mats at floor level, low height tables, chairs and storage enable them to enjoy freedom and choice of play and movement. Toys and resources are bright, colourful and age appropriate and include shape sorters, puzzles, shakers and musical instruments. Objects made of natural materials such as wood and fabric provide tactile items for a treasure basket. The children enjoy exploring what is available and staff are suitably deployed, playing, talking and listening to the children. Crumbled wheat breakfast cereal is a safe replacement for sand play. All children benefit from music sessions facilitated by an outside music teacher. This provides a different experience and opportunity for them to learn about how to make different levels of sounds, beats and how to sing. Simple short stories are read from large picture books, older children's attention is held as they focus on what is being said. It is clear the children have formed close bonds with the adults.

The pre-school areas are organised so children are able to access activities and resources easily. A table and seating section is used by children throughout the day, they assemble puzzles, look at books, construct, and eat meals and snacks. Art and craft play resources are available in an adjoining room. Children can be creative and are able to experiment with drawing mats, sand and water play, moulding, cutting, sticking, painting and mark-making activities. Their creations are displayed around the room and in the nursery entrance and hallway, helping promote children's self-esteem. Role play resources allow children to use their imagination and they love dressing up, negotiating scenarios, such as home life or shopping. Adults are nearby to provide guidance and assistance. Children interact well with adults, this is especially evident when stories are read or rhymes sung. Children have the confidence and speech to say what they think or ask about what they see, for example choosing songs or saying what happens next in the story. A computer with educational, age appropriate software, teaches children technology skills and hand-eye coordination. Board and card games enable children to use and test their memories and increase their knowledge of colours, shapes, numbers and letters. Staff use these activities to challenge children by asking leading questions, such as what number they think comes next.

Children's behaviour is good. Adults manage any challenging situations on an individual basis. Distraction is successful with the younger age range and any child needing a cuddle or quiet time is accommodated by adults. Children are encouraged to show respect to each other, for example, giving space to play or helping those who need it. Various activities, such as using the computer and board games, help children learn how to take turns and share. This is providing them with some of the necessary social skills. Overall children are progressing well in the Early Years Foundation Stage.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

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.