

# Just Learning Nursery

Inspection report for early years provision

---

<b>Unique reference number</b>	301131
<b>Inspection date</b>	16/09/2008
<b>Inspector</b>	Pauline Pinnegar
<b>Setting address</b>	19 Newton Lane, Darlington, County Durham, DL3 9EX
<b>Telephone number</b>	01325 460440
<b>Email</b>	
<b>Type of setting</b>	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 Ltd Nursery opened in September 1996. It operates from seven activity rooms in a large single storey, purpose built unit in Darlington. There is a secure outdoor play area with separate areas for children under two years. Children attend for a variety of sessions. The nursery serves the local and surrounding areas.

The nursery opens five days a week all year round excluding bank holidays, Christmas Eve, and New Year's Eve. Sessions are from 08.00 until 18.00. The nursery is registered to provide full day care for 89 children. There are currently 106 children on roll. Of these 25 children receive funding for nursery education. The Nursery also offers places for children aged between six and eight years before and after school and during school holidays: this provision is registered on the Childcare Register and the Voluntary Childcare Register. Children occupying these places share the same facilities as the children in the early years age range but have their own activity room. The setting also supports children who speak English as an additional language and children with disabilities.

There are 23 members of staff working with the children of whom, 20 have an appropriate qualification. The manager has Early Years Professional Status and one member of staff is working towards a qualification. The setting also employs separate ancillary staff. The nursery receives support from the Local Authority.

## Overall effectiveness of the early years provision

All children make good progress in their learning and development. Effective learning opportunities help to meet all children's needs and keep them actively engaged. Partnership with parents and other agencies ensure all children are included and supported well. Although parents and carers are involved in their children's care and education, and they are kept well informed of their progress, systems to document children's starting points are not fully established. Children are safe and secure at all times and enjoy learning about their local area and the world around them. Regular self-evaluation by the manager and staff team ensures that any areas for future development are promptly identified, and acted on. This results in a service that is responsive to all its users.

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

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

- develop links with other providers to enhance children's education and care
- improve assessment arrangements to ensure children's starting points in relation to learning and development are clearly identified
- develop children's phonological awareness in line with the principles and practice set out in the letter and sounds guidance.

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

The manager and staff are focused on helping children help make good progress in their learning, development and welfare. Staff work together as an cohesive team to ensure individual children's needs are met. All staff contribute to the on-going Darlington Quality Assurance Scheme which also helps to maintain continuous monitoring and improvement. Staff performance is regularly monitored by the management team by practice, observations and appraisals, and ways forward agreed. Professional development is encouraged for all staff, this includes training programmes and sharing good practice. Consequently the capacity to improve is good. Self-evaluation takes into account the views of staff parents and carers. The manager is effective in identifying the settings strengths and areas for improvement. The setting runs smoothly on a day-to-day basis. Resources are well used throughout the continuous provision to improve outcomes for children. Vetting and recruitment procedures are robust to ensure children are fully safeguarded.

Improvements since the last inspection have had a positive impact on the overall quality of the early years provision and outcomes for children. For example, staffs awareness of safeguarding children have been developed through training. The range of resources available to children has been extended in all activity rooms. Partnerships are well developed and ensure each child's needs are met. However, links with other providers delivering the EYFS for children are not fully established to ensure continuity of learning.

Staff demonstrate a high level of commitment to promote children's safety. The environment in which children are cared for and educated is safe and supportive. Children are taught to be safety conscious within every day practices and activity planning. They talk confidently about the procedure for emergency evacuation and road safety when walking within the local community.

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

Staff have a good knowledge and understanding of the EYFS learning and development requirements which means they are confident in helping children learn effectively, both in and outdoors. As a result, all children make good progress towards the early learning goals and show positive attitudes to learning. High quality planning and organisation of the learning environment ensures that all children are happy, motivated and suitably challenged. Good quality teaching and support encourages children to develop skills needed to be active learners and behave positively. Planning covers all areas of learning and is based on thorough and accurate observations. Activities are based around children's individual learning needs and interests. Children of all ages enjoy a good range of sensory play activities. They have access to 'gloop' foam, paint, soil, sand, and an abundance of natural materials. The outdoor play area is very attractive and children's physical development is promoted very well throughout all the age groups. Children are developing a 'growing area' which promotes their knowledge and understanding of the world and their natural curiosity. However, children's early reading skills are not

fully promoted as staff have not fully considered the principles and practice guidance documents relating to letters and sounds in the pre-school room. Children's social skills are seen as very important and the effective interaction and relationships formed with staff and each other promote and develop their confidence and self esteem.

All children's welfare is promoted as staff are committed to providing good quality care and education. Care is enhanced by effective policies and procedures which are robust, well implemented and followed consistently by staff. Arrangements for safeguarding children are robust and regularly reviewed. Comprehensive risk assessments are in place and well managed. The setting is well resourced, safe and secure.

A very effective key person system is in place to ensure children feel confident, safe and secure within the setting. Children's good health and well-being is fully promoted, with clear procedures in place to manage infection control and appropriate action is taken when children are ill. There is a good range of high quality furniture, equipment and resources, suitable to the age and stage of children's development. Children are able to access resources independently and there is sufficient space for them to move around freely and safely. They are supervised at all times with staffing arrangements organised to meet the individual needs of all children.

## Annex A: record of inspection judgements

### 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*

### Overall effectiveness

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

### Leadership and management

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

### Quality and standards

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

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**

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.