

Just Learning Nursery

Inspection report for early years provision

Unique reference number 203710
Inspection date 20/03/2009
Inspector Lynn Clements

Setting address Notley Green, Great Notley, Braintree, Essex, CM77 7US

Telephone number 01376 552700
Email greatnotley@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 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 situated at Notley Green near Braintree and is part of a national chain of nurseries owned by Just Learning Limited. The nursery opened in 2000 and operates from purpose-built premises. The nursery is registered to care for a maximum of 100 children at any one time in the early years age group. They are also registered on the compulsory and voluntary parts of the Childcare Register. There are currently 114 children on roll, of these 23 are in receipt of early years funding. There are no older children on roll.

The nursery is open each weekday from 07.00 to 18.30 for 52 weeks of the year. All children share access to a secure enclosed outdoor play area. Children come from both the local and wider catchment area. The nursery currently supports a small number of children with learning difficulties and/or disabilities and also supports a small number of children who speak English as an additional language.

The nursery employs 21 staff, of these, 15 including the manager hold appropriate early years qualifications. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is inadequate. At times staff recognise the uniqueness of each child and have some systems in place to support their individual needs, however, organisation of routines and resources do not take account of children's personal needs which impacts on children's behaviour and progress in learning. Systems for assessment are in place; however, these are not consistently used by all staff. Procedures are in place to ensure that children's welfare is protected and promoted with regard to child protection and keeping children safe, however, there are weaknesses with regard to maintaining confidentiality of written records and in some instances ratios are not sufficiently maintained. Partnerships with parents, carers and others are, at times, used to promote continuity of care for each child, including those with learning difficulties and/or disabilities, in addition, the recently appointed manager has some systems in place to reflect on practice, however, systems for self-evaluation are ineffective.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure that the organisation and planning systems are in place and fully understood by members of staff to ensure that every child receives an enjoyable and challenging learning and development experience that

03/04/2009

is tailored to meet their individual needs
(Organisation)

- ensure children's behaviour is managed effectively and in a manner appropriate for their stage of development and particular individual needs (Safeguarding and promoting children's welfare, also applies to the compulsory and voluntary parts of the Childcare Register)) 03/04/2009
- ensure ratios relate to staff time available to work directly with children also ensure there is a named deputy who is able to take charge in the absence of the manager (Suitable people) 03/04/2009
- implement effective systems to ensure that the individual needs of all children are met, with particular regard to nappy changing routines to ensure they meet personal needs rather than nursery routines. (Organisation) 03/04/2009

To improve the early years provision the registered person should:

- develop the current systems of assessment for learning, to ensure that key persons are consistent in collating both formative and summative evidence, enabling them to make informed decisions about each child's progress and ensure that planned next steps for learning are secure to meet their developmental and learning needs
- ensure that resources are suitable, this refers in particular to the condition of mark-making resources accessible to the children
- ensure that all staff are aware of the need to maintain privacy and confidentially; this is in particular regard to records of children's achievements, medication requirements and medical needs
- ensure that children are provided with healthy snacks as appropriate
- develop the current systems of self-evaluation to further encourage a whole setting approach which supports, monitoring progress and collaborative working to promote positive outcomes and achievement for all children.

The leadership and management of the early years provision

The nursery has recently seen significant staff changes, including the appointment of a new manager and area manager. In addition, there is currently no named deputy as required. As a result, the setting is currently undergoing a period of change and development. However, at the time of this inspection, leadership and management have too little effect and as a result, children are making insufficient progress in their learning and personal development. Those in charge or working in the classrooms are insufficiently focussed on raising achievement and promoting personal development of individuals or groups of children. Monitoring practice in action is not effectively implemented and as a result, the quality of the self-evaluation is inadequate as those in charge do not have a realistic overview of the setting's weaknesses.

Some improvements have been made since the last inspection, for example, supplying more multicultural resources. However, many recommendations, such as implementing effective behaviour management techniques, improving organisation so children are not left waiting for changes in nursery routine, the development of assessment for learning and access to suitable media and materials have not been sufficiently addressed and therefore have been taken forward at this inspection. For example, staff are not vigilant in ensuring that children have access to suitable mark-making materials and as a consequence, children are left trying to use unsharpened pencils and felt tips with nibs pushed in, making hand-eye coordination and grip difficult whilst drawing or writing.

The setting has a range of relevant policies and procedures in place which are shared with parents and carers and most are implemented in practice in order to promote the safe daily management of the provision, however, snack and nappy changing procedures are not consistently implemented by all members of staff in practice. Relevant information is requested from parents and carers at the time of placement and most is kept securely with confidentiality being maintained. However, medical records are not kept securely and confidentiality is therefore potentially compromised. There are robust procedures in place with regard to staff recruitment in order to protect children from harm. In addition, staff understand their responsibility with regard to child protection and relevant legislative documentation relating to safeguarding children is in place. There are sufficient systems in place in relation to partnership with parents, carers and others so that information is shared in the best interests of the child. Registers are maintained for both children and members of staff. However, ratios are not met effectively at all times to ensure there are sufficient staff working directly with the children. In addition, the organisation of some rooms is left to the last minute, whilst staff discuss what activities should be taking place, rather than focussing on the needs of the children.

The quality and standards of the early years provision

There are significant weaknesses with regard to the to learning opportunities provided for the children; this impacts negatively on their progress and personal development in relation to their capabilities and starting points. The pace of learning does not sufficiently challenge the majority of children to make satisfactory gains in knowledge, skills and understanding. Observations are not conducted frequently, neither are they accurate enough to monitor children's progress so adults do not have a clear enough understanding of their individual learning needs. Some adults make insufficient attempts to engage consistently with children and as a result, do not address challenging behaviour appropriately, often either ignoring issues or not following things through by addressing them as they happen.

Parents and carers have opportunities to share information about their children's achievements at home, making observations and supplying relevant information to their child's key person. However, this information is not currently used effectively, in addition, lack of key person observations limits opportunities for them to clearly

and accurately identify children's next steps in learning.

Risk assessments are carried out to identify hazards both inside, outside or whilst on outings. These assessments are regularly checked. In addition, the recently appointed manager has also completed child safety officer training to support her role in keeping children safe and secure in the setting. Children learn to about personal hygiene; washing hands at pertinent times or throwing tissues in the bin after blowing their nose. These routines help to limit the spread of infection. However, nappy changing often follows nursery routines with children being changed at specific intervals during the day, as a result, this does not always meet the child's personal needs.

The setting employs a qualified chef and kitchen assistant who plan and provide nutritious foods which meet each child's dietary requirements. Menus are shared with parents and carers helping them to see that their children have daily opportunities to enjoy healthy meals and snacks. However, this information is not always accurate, for example, the children are given biscuits at snack time, although the menu states fresh oranges, in addition the procedure for staff to engage and sit with children during snacks and meals is not always consistently applied.

Children have some opportunities to learn about keeping safe; members of staff remind them how to carry tools, such as scissors carefully, they practise fire evacuation drills in order that everyone knows what to do in an emergency and whilst out and about staff remind them about road safety and holding hands. Comfortable quiet areas have been set up in each room, including the communal area and outside; this enables children to rest as they need to. Sleeping babies are checked regularly. Appropriate paediatric first aid training has been accessed by staff enabling them to care appropriately for children in the event of an accident.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	4
How well does the provision promote inclusive practice?	4
The capacity of the provision to maintain continuous improvement.	4

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	4
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	4
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	4
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	4
How well are children helped to stay safe?	3
How well are children helped to be healthy?	4
How well are children helped to enjoy and achieve?	4
How well are children helped to make a positive contribution?	4
How well are children helped develop skills that will contribute to their future economic well-being?	4

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

Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report. (How the childcare provision is organised) 03/04/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report. (How the childcare provision is organised) 03/04/2009