

Just Learning Nursery

Inspection report for early years provision

Unique reference number EY308705
Inspection date 07/01/2009
Inspector Lynn Denise Smith

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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, Colchester is privately owned and managed by Just Learning Ltd. It opened in 2005 and operates from a purpose built building in Colchester. A ramp to the building's entrance means that the premises are easily accessible. A secure enclosed outdoor area is used for outdoor play activities. A maximum of 139 children aged from birth to five years may attend the setting at any one time. The group is open five days a week from 07:00 to 19:00 throughout the year, except bank holidays.

There are currently 118 children attending who are within the Early Years Foundation Stage (EYFS) years. They live in the local area and surrounding areas. A number of children also attend a childminder, early years unit of the local primary school or pre-school.

The setting has the provision to offer care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. At present no children of this age group are currently being cared for, however, plans are in hand to offer holiday care in the future.

There are 26 members of staff, including the owner who manages the early years provision. Twenty two of the staff, including the owner, have Early Years qualifications.

The setting is part of a large chain within the Just Learning company and receives support from the corporate management team.

Overall effectiveness of the early years provision

Overall, Just Learning Nursery, Colchester, provides effectively for children in the Early Years Foundation Stage. Their welfare, learning and development needs are well met and they are provided with a wide range of experiences to enable them to make progress in all six areas of learning. Staff ensure that procedures to maintain a safe environment are followed and are very aware of their responsibilities with regards to protecting children. The setting strives to provide a fully inclusive setting in which all children are valued. Systems for monitoring and evaluating the setting are in place and are currently being developed to include wider feedback.

What steps need to be taken to improve provision further?

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

- review the free-flow use of rooms with younger children on a regular basis to ensure that this system fully meets the individual needs of the children within that group and effectively supports their personalised learning.

The leadership and management of the early years provision

Children are well-protected through the setting's effective safeguarding policies and procedures. For example, rigorous recruitment and vetting procedures are carefully followed to ensure that suitable staff are employed to work directly with the children. Thorough risk assessment procedures ensure that children play in a safe and well-maintained environment and any issues identified through this process are swiftly addressed. Each outing is carefully risk assessed and evidence of these checks are held on file. Staff are knowledgeable about their responsibilities with regards to safeguarding procedures and follow the setting's clear policies. Management report any significant incidents or accidents to the appropriate authorities. The setting has effective procedures in place for monitoring and evaluating the practices to ensure that improvements are made where necessary. The manager has plans to develop this system further to include more input from parents and staff. Links with parents are well-established and provide parents with good opportunities to play an active role in their children's learning. Links with other settings providing for the EYFS are beginning to be established.

The setting benefits from being staffed by an effective team, many of whom have worked together for a number of years. The staff team are committed to developing their professional knowledge through training and through in-house meetings. The management structure has seen some changes over the past year with both the manager and deputy taking maternity leave. Appropriately qualified and experienced staff have stepped up as deputy managers during this time to ensure that the setting operates smoothly and with little disruption. The staff team are well supported through the Just Learning company who provide training, resources and corporate procedures. The setting has recently become involved in the implementation of the Inclusion Development Programme to ensure that all aspects of the nursery practices are offering inclusive provision. Managers are keen that all staff become involved in this development and 'own' it as an ongoing working document.

The quality and standards of the early years provision

Children's welfare, learning and development needs are effectively met. They have good opportunities to guide their own learning experiences. Children make choices and strengthen their independence as they safely self-select toys and resources from well-organised low-level shelving and storage containers. They help to set the tables at meal times and older children serve their own meals, making clear decision about what and how much they eat. Children independently access the toilets assisted where necessary by staff who are always on hand to support children's needs and foster their individual routines. Children have very good daily opportunities to participate in outdoor physical play as they use the well-equipped nursery garden throughout the day and in all kinds of weather. Children enjoy a good range of healthy and nutritious meals during their nursery day and their individual dietary needs are effectively met. The setting's policies and procedures regarding safety, safeguarding and health are effectively implemented in practice by the staff.

Children play and learn in a welcoming and brightly decorated purpose built nursery. They are separated into specific areas of the nursery by age and move through the nursery rooms as they reach their first, second and third birthdays. Recent changes within the organisation of the playrooms has provided children with greater opportunities to participate in a wide range of continuous provision activities such as sand, water, exploratory and role play. This has been achieved by opening the doors of the adjoining rooms and allowing children to wander freely between them, making clear choices about their play. This has also provided opportunities for children to become fully engrossed in activities for as long as they wish, removing the need to halt their play to tidy up, as was the system in the past. Staff and children are beginning to fully embrace these changes, however, continuous evaluation of the benefit of this system for the younger children, needs to be put in place to enable staff to return to base rooms if the needs of the individual group of children warrants this.

Planning in place facilitates children's interests and is based upon their individual learning stories. Staff securely base their planning around the information provided for them by parents, shared when parents complete an initial form detailing the children's home information, likes and dislikes and when they contribute towards their children's monthly summative assessments. The monthly assessments enable parents to request aspects of their children's development for staff to focus on. Clear and effective regular observations of the children's progress are made and logged in their individual learning story files. The observations are used to plan each child's next steps and are evidenced with photographs and examples of their achievements.

Children are active learners. They participate in a wide range of exploratory play which enables them to develop their knowledge and understanding. They chat freely to each other and to staff and use language to describe real and imaginary things. For example, a child tells her friend that she has drawn an alien because it has three eyes, the friend responds by showing her the treasure map she has drawn. Children are imaginative and enjoy acting out experiences, one child holds a handful of wooden train track and explains that he is going to make a fire for his friends to cook the food on. Younger children's language and speech is extended by staff using favourite songs and rhymes and naming familiar objects with them. Children learn about nature and growing as they visit the local garden centre, purchase seeds, plant them and look after them. Once ready they re-plant them in their vegetable garden and care for their produce until it is ready to harvest and eat. They follow the life cycle of a tadpole and watch it turn into a frog.

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? | 2 |
| How well does the provision promote inclusive practice? | 2 |
| The capacity of the provision to maintain continuous improvement. | 2 |

Leadership and management

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

Quality and standards

| | |
|---|---|
| How effectively are children in the Early Years Foundation Stage helped to learn and develop? | 2 |
| How effectively is the welfare of children in the Early Years Foundation Stage promoted? | 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

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.