

Just Learning Nursery

Inspection report for early years provision

Unique reference number 155097
Inspection date 25/06/2009
Inspector Jennifer Liverpool

Setting address 20 Sutton Road, Walthamstow, London, E17 5QA

Telephone number 020 8527 9711

Email

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).

Description of the setting

Just Learning Nursery opened in 1999. It is one of a number of nurseries owned by Just Learning Ltd. The nursery is located in a purpose built building in Walthamstow within the London borough of Waltham Forest. The children are organised into 12 playrooms. All children share access to a large outdoor play area. A maximum of 140 children from birth to under five years may attend the nursery at any one time. The nursery is open each weekday from 07:00 to 19:00 for 52 weeks of the year. The nursery is registered on the Early Years Register.

There are currently 160 children aged from birth to under five years on roll. Of these, forty five children receive funding for nursery education. They come from wide catchment areas as most of their parents travel to work in or the surrounding areas of central London. The nursery supports children with physical disabilities or learning difficulties and also children who speak English as an additional language.

The nursery employs 40 members of staff of whom 36 hold, or are working towards, the National Vocational Qualification (NVQ) Level 2 or 3. The nursery receive support from the local authority and they are also participating in a the quality assurance scheme.

Overall effectiveness of the early years provision

Overall, the quality of the early years provision is satisfactory. Children are cared for in a welcoming, secure and safe environment where they become confident and independent. Children of all ages and abilities are making sound progress in their learning and development through staff's secure knowledge of the Early Years curriculum and their positive partnership with parents.

Children's safety is a strong feature within the nursery that enables them to explore the environment freely. The management and staff team are working well together to develop practice and make further improvements for children.

What steps need to be taken to improve provision further?

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

- ensure soiled hand paper towels are made inaccessible to children
- make sure drinking water is accessible to children when playing outdoors
- improve procedures for maintaining confidentiality particularly with regards to children's medication records
- make clear what children are expected to learn from planned focus activities and show how activities can be modified for children of various abilities to ensure effective learning takes place
- review and develop observational assessments and planning to ensure that attention is given to all of the six areas of learning in order to fully support

and extend children's learning and development across the curriculum

The leadership and management of the early years provision

There are regular risk assessments both indoors and out that enable staff to identify and address any potential hazards. Children play in a safe and secure environment. The consistent vetting process, safe recruitment and induction procedures ensure that all staff are suitable to work with children. Staff are secure in their knowledge and understanding of child protection issues and the procedures to follow if they have concerns about a child in their care. A number of staff hold valid first aid qualification, which means that children can receive appropriate treatment in the event of sustaining minor injuries. Overall, children's health is generally maintained. Whilst all required records are in place, maintained and readily available at the inspection, few records, such as the children's medication sheets are on display and therefore not kept in a confidential manner.

Staff have a positive attitude to diversity and they provide resources, and plan activities that enable children to learn to respect and value differences. Children with additional needs are supported through staff working close with parents and liaising with other agencies. Parents provide appropriate information at the time of admission to enable staff to care for their children according to their wishes and to know children's stage of development. This helps staff to build on what children already know. Daily diary sheets are completed each day by staff and given to parents so that they are fully informed of their children's general well-being. Children's progress is shared with parents on an informal and formal basis, and parents are invited to attend review meetings and contribute to their children's assessment by giving a verbal comment or adding their own written feedback. Parents are provided with a wealth of information, including details about the curriculum programme for their children.

Appropriate steps have been taken to bring about improvement in the provision as all recommendations made at the last inspection has been addressed and has a positive impact on children's care and learning. The management are committed to developing staff's knowledge of the Early Years Foundation Stage framework through actively encouraging staff to attend in-house training and external courses. In addition to this, the nursery is participating in a quality assurance scheme to further develop their practice. This helps to support the children in the nursery. Through establishing a monitoring and evaluating process the management team are aware of their strengths and knows the main areas to improve for the children.

The quality and standards of the early years provision

Children settle quickly on their arrival and are secure within a friendly and welcoming environment. All children enjoy respectful relationships with staff and their peers and they have many opportunities to mix and play together during activities, participating in indoor games and when playing outdoors. Consequently these grouping methods support children to learn in different ways. Children enjoy

the benefits of playing in a spacious outdoor environment that is set up daily, enabling them to have the freedom to explore, be physically active and learn in secure surroundings. Children discover distance and space when riding tricycles and pushing buggies along the winding path in the garden.

All children's creativity is encouraged and valued. Babies are provided with a range of materials that enable them to begin to experience the sense of touch, hear sounds and observe colour and movement. Staff provide opportunities for children to express their ideas through exploring paints, making collage out of shredded paper and using recycled boxes and packages to create three dimensional models. Books are readily accessible and well presented to all children. The toddlers are showing interests in books as they turn the pages of books independently and showing delight when listening to stories such as, 'Spot's busy day'. Some toddlers are beginning to imitate staff when they read the stories and participate as they make animal sounds and point to pictures.

Children are provided with a range of purposeful opportunities and experiences, both indoors and outdoors each day. Children enjoy mark making throughout the course of the day and more able children are beginning to write their own name on their work. Children use mathematical language in their play and in conversation with each other. For example, they talk about eating 'too many pizzas'. Many of them can accurately count up to and recognise numbers 1 to 20. A range of number songs are used appropriately to support younger children's understanding of numeracy.

Opportunities are provided for children to learn about aspects of their local environment through walks and outings to the local park. They are aware of the different seasons and changes to the weather as they talk about past and present events, such as observing snow in the winter and feeling hot when it is sunny.

Staff make regular observations, record children's achievements and identify the next steps to ensure that appropriate activities are included in weekly plans. However, assessment records show that personal and social, physical, creative, some aspects in numeracy, and communication and language development are commonly monitored whilst other areas of learning do not regularly feature. Consequently children make better progress in their personal, social, creative and physical development. The current system does not fully show the progress children are making over a period of time across all six areas of learning. Planning for children's learning takes account of their interests and systems are in place to monitor how regularly children use different play areas and resources. Some of the different aspects of the areas of learning, such as linking sounds to letters or the use of information technology or programmable toys to support learning are rarely seen in plans. On the whole written plans are generally detailed, however, it is not always clear what children are intended to learn or how activities can be adapted so that all children can achieve as much as they can.

Children learn to take responsibility for keeping themselves safe as older children in particular, pick up toys off the floor to avoid trip hazards; willingly help with tidying up and practise fire evacuation procedures with staff. Children enjoy their play in a safe and secure environment.

Babies receive regular drinks to ensure that they do not become thirsty or

dehydrated. Whilst children can help themselves to drinking water when playing indoors; staff overlook the need to make drinking water accessible to children outdoors. Children enjoy varied and nutritious meals that meet with their dietary requirements. Foods for babies are prepared according to their needs, for example, puree fruit and vegetables and mashed or bite size pieces. Staff follow suitable hygiene routines to reduce the spread of infection, though not all bins in the rooms and bathroom have lids and therefore children can access soiled hand paper towels.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
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?	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?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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

