

# Just Learning Nursery

Inspection report for early years provision

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**Unique reference number** EY221307  
**Inspection date** 03/08/2009  
**Inspector** Mandy Mooney

**Setting address** Beechings Way, Gillingham, Kent, ME8 6AD

**Telephone number** 01634 379352  
**Email** gillingham@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 in Gillingham opened in 2002. It is one of 46 nurseries run by a limited company. The nursery operates from 10 rooms in purpose built premises in Gillingham, Kent. The nursery serves the local area and wider borough. The nursery is close by local bus routes and it has a car park for vehicle use. It is located over one level on the ground floor.

The nursery is registered on the Early Years Register and Childcare Register. It can provide care for 112 children in the early years age group; of these, not more than 72 may be under three years, and of these, not more than 36 may be under two years at any one time. The setting opens five days a week all year round. Sessions are from 07:00 until 18:00. There are currently 107 children from three months to under five years on roll, some of whom are in receipt of funded nursery education. The setting supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

A total of 25 staff work with the children, of these, all but two hold an appropriate early years qualification. The setting receives support from the local authority through an advisory teacher.

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

Overall the quality of the early years provision is good. The welfare and learning of each child is supported effectively by the setting. Inclusion is well promoted and incorporated into meeting the specific needs of individual children and their families. The partnership with parents is good and effective communication promotes consistency regarding children's welfare and development. The setting's capacity for maintaining continuous improvement is good because an effective self evaluation process is implemented and revisited periodically. Previous recommendations have been met and several areas for development are well underway to promote more effective outcomes for the children.

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

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

- review the range of resources that reflect a positive image of the local and wider community to help children learn about themselves and others
- continue to develop the assessment system to ensure the summative assessment clearly reflects how all children's progress is tracked
- review and improve the range of role play equipment in the nursery as a whole and the range of books, particularly in the two to three years age group

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

The leadership and management of the setting promotes the learning and welfare needs of the children effectively. The management team are enthusiastic and encouraging to the staff team and this in turn contributes to them feeling valued and motivated to provide a good service to the children and families using the setting. The process of self-evaluation is based on reflective practice and includes the viewpoints of parents, children and practitioners. Areas of strength are acknowledged and current targets for improvement include providing more information for parents about the Early Years Foundation Stage and accessing additional external training for practitioners to improve their personal development and practices within the setting. The setting works with local schools and outside agencies to ensure smooth transitions and appropriate support for children. Parents feel included and well informed about their children's progress and are actively involved in their learning and development. An effective range of written policies, procedures and guidance keeps them well informed about the Early Years Foundation Stage and requirements and contributes towards supporting the welfare and learning of their children.

Children are effectively safeguarded at all times, for example, their welfare is promoted effectively through clear child protection and safeguarding procedures. Practitioners have updated their knowledge through recent training, understand the signs and symptoms of abuse and can access a range of information to guide them should they have any concerns. A record of the risk assessment has been maintained and is reviewed as necessary. Therefore, children are able to explore and play within safe boundaries at all times.

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

Children arrive at the setting confidently, settle quickly and choose their preferred activities. They can access a good range of experiences that cover all areas of learning and are easily accessible. Older children eagerly talk about their tales of the weekend and younger children enjoy a cuddle from a key person to help them separate from their parents easily. Experiences are based on each child's existing abilities and interests and practitioners provide meaningful opportunities to extend what they already know. All children have good relationships with practitioners and babies in particular enjoy the security and closeness given as they become more mobile and explore their environment.

Children's independence is well promoted and this includes having resources stored at low level and clearly labelled to encourage children to make choices about their play and to take responsibility for tidying up when finished. They access a suitable range of toys and resources which offer sufficient challenge and fun, however, the reflection of diversity both in the local and wider community is limited and this means children's understanding of similarities and differences in people is not fully explored. They demonstrate curiosity and creativity as they delve into the paper tray, using the scissors, glue and pencils to create their own hats. They become excited as practitioners talk to them about the menagerie of

animals in the nursery, which they take home to care for and nurture within the setting.

Children develop good communication skills because practitioners are skilled at asking open ended questions to extend their thinking and vocabulary and they give them time to express themselves fully. Children enjoy engaging in conversation with their peers through role play and small world play. They create their own stories and agree roles. This area of play is well used, however, resources to support this are somewhat limited, which potentially inhibits their sense of creativity. Children have access to a suitable range of books in the different base rooms, however, those in the two to three age group are limited in range and some are quite tatty. This limits the enjoyment of books for this age group. Children have opportunities to discover how things work through the use of the computer, which they use independently with increasing mouse control.

Children with learning difficulties and those speaking English as an additional language receive good support through clear partnership working with parents and outside agencies. Good use of observational assessment is used in a variety of forms and demonstrates children's achievements and progress from their initial starting points to when transfer documents are completed as they move into school. Practitioners are clear about how to use the assessment system to benefit the children, however, on occasions, the summative assessment does not clearly reflect how children's progress is tracked.

Children learn about safety concepts, for example, through practising the emergency evacuation procedure and learning to be mindful of others as they move between the indoor and outdoor environment. Their good health is well promoted through clear health and hygiene procedures. The measures in place, including frequent hand washing and teeth brushing after lunch for older children, help to reduce the risk of cross infection. Clear procedures ensure that children with infectious ailments do not attend the setting. This helps to prevent the spread of infectious conditions. Children learn about eating healthily as they discuss their snack time foods and lunch. Lunch is enjoyed by all and children's individual dietary preferences are considered. They thoroughly enjoy the range of cultural dishes, including Spanish, Greek and Indian food. This promotes children's good health and awareness of healthy eating.

Children behave well because they know the rules and boundaries and practitioners reinforce the 'golden rules' for older children and are fair and consistent in their approach to behaviour management. Practitioners provide a good range of activities and experiences which keep them interested and involved. They receive plenty of praise and encouragement, learn to share and take turns and become responsible for their own actions. The positive behaviour management techniques in place effectively promote children's self-esteem and enable all children to participate equally as they develop a good sense of self-assurance and confidence.

## 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?	2
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

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## **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