

Just Learning Nursery

Inspection report for early years provision

Unique reference number 110039
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Inspector Amanda Shedden / Tonia Chilcott

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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 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 opened in 1999. The nursery is part of a national chain of nurseries. It operates from 10 rooms in purpose-built premises in the grounds of Basingstoke Hospital. There is access to secure gardens for outside play. The nursery serves a large area of the community.

The nursery opens five days a week all year round, from 07.00 to 18.00. A maximum of 100 children aged under eight years may attend at any one time, of whom 100 may be in the early years age range any one time and of these, not more than 42 may be under two years of age. There are currently 111 children on the Early Years Register. This includes 19 children in receipt of nursery education funding. Children attend for a variety of sessions. The provider is also registered on the compulsory part of the Childcare Register. The nursery currently supports children with special educational needs and children who speak English as an additional language.

21 staff work with the children. Of these staff, nine have early years qualifications to National Vocational Qualification Level 3 or equivalent and four to National Vocational Qualification level 2. There are four staff members working directly with the funded children. The nursery receives support from within the Just Learning organisation and the local authority development workers.

Overall effectiveness of the early years provision

Overall the children are offered a good standard of care and education. Children are making good progress towards the early learning goals through a varied range of activities that interest them. This is a fully inclusive setting where each child is recognised as unique and the staff ensure that their individual needs are met. There are effective procedures in place to ensure the provision reflects on their practice throughout the nursery and changes are made to benefit the care and education of the children.

What steps need to be taken to improve provision further?

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

- ensure that staff interact effectively and consistently with children when outside to ensure learning opportunities are not missed in the pre-school room
- ensure that observations and assessment arrangements are up to date and used effectively to inform future planning particularly in the pre-school room
- improve snack time for the pre-school children to minimise cross-infection and ensure that all children are offered healthy options at snack time.

The leadership and management of the early years provision

Senior management monitor the provision through observation and discussions with staff. Action plans are put in place to improve the provision. For example, they have recently increased signs and resources to support parents and children with English as an additional language. Staff, parents and children all contribute to the nurseries self evaluations ensuring that everyone's views are taken into consideration. Very effective systems are in place to ensure that staff are suitable to work with the children and that they continue to be suitable. All new staff undertake an induction programme; this includes having regard of the policies and procedures of the nursery. Staff are encouraged to undertake training to increase their knowledge and skills.

Partnership with parents is strong. Parents value the nursery and the care that their children receive. They are fully aware of the observations undertaken on their children and each month they are invited to contribute their knowledge of their child and discuss the child's next steps with their child's key person. As well as the daily verbal communication young children have daily diaries that are sent home each day. They receive reports on their children and are invited in to two formal parent evenings a year.

Regular risk assessments are in place and reviewed regularly to ensure that the environment is safe for children. The majority of staff have a suitable first aid certificate ensuring that if a child had an accident they would be treated appropriately. All necessary documentation is in place and understood by staff to ensure that children's welfare is promoted effectively.

The quality and standards of the early years provision

Children are happy at the nursery and make warm relationships with their key person and other staff. All staff undertake observations and assessments on the children linked to the early learning goals. These are used effectively to identify the children's interests and plan for their next steps in most of the nursery. However the observations in the pre-school room are not used effectively in the planning of activities to ensure that children are consistently being extended or to consolidate their learning.

The layout of the nursery, the rooms and gardens encourage children to choose for themselves activities they would like to become engaged with. The staff, who know the children well, are skilled at interacting with them to support or consolidate their individual learning. They ask open-ended questions supporting them to contribute their own ideas and knowledge. However in the pre-school room the interaction between staff and children is not effective in ensuring that learning opportunities are not missed, particularly in the garden. Young children are encouraged to try new experiences, for instance playing with spaghetti, getting messy as they play with paint through the support of the staff whose encouragement gives young children confidence to try. The staff work well as a team, they move around the rooms according to the needs of the children to

ensure they stay within ratios both inside and when out in the garden.

Children learn to keep themselves safe by taking part in regular fire drills and when playing in the garden. Whilst using equipment such as climbing frames and bikes, staff talk to children about climbing safely. Children learn about being healthy through routine and incidental activities. Staff ensure that very young children are kept clean and have their hands washed at appropriate times, older children are encouraged to do it for themselves. However, in the pre-school room the organisation of snack time does not consistently support all children in washing their hands creating a risk of cross-infection as they use their hands to help themselves to tinned apples all eating from the same bowl.

The nursery supply meals, snacks and drinks to the children. There is a four week menu that is changed according to the seasons which is displayed for parents to see. Babies and young children have their meals prepared to meet their stage of development. Older children are encouraged to serve and cut up the food themselves. Staff ensure that children can access drinks throughout the day, using labelled cups and bottles preventing children from becoming dehydrated. However the snacks do not always include healthy or fresh options. Children with allergies and food intolerances are well catered for; positive procedures are used to ensure that children only have access to foods that are suitable for them.

Children's behaviour is good; they respond well to praise and encouragement from staff. Rewards encourage children to try different things or to behave well. For instance during lunch time staff used reward stickers to encourage children to eat foods they thought they would not like.

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

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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