

Just Learning Nursery

Inspection report for early years provision

Unique reference number	128510
Inspection date	30/07/2009
Inspector	Lynn Palumbo
Setting address	King George Hospital, Barley Lane, Goodmayes, Ilford, Essex, IG3 8YB
Telephone number	020 8599 0066
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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 was registered in 1998. It is located in the grounds of King George hospital Ilford. It is privately owned by Just Learning Ltd, a company that operates a chain of private nurseries. The nursery is opened each weekday from 06:45 and 19:00, all year round, and closed on bank holidays and Inset days.

A maximum of 127 children attend the nursery at any one time. There are currently 140 children aged from 6 weeks to 5 years on roll. Children from the hospital staff and a wide catchment area attend.

There are 12 base rooms, two of which are sited in a fully furnished portacabin. The setting supports children with English as an additional language and children have learning difficulties, disabilities. They are registered on the Early Years Register, compulsory and voluntary parts of the Childcare register.

There are 33 members of staff, 32 of whom hold appropriate early years qualifications to NVQ level three. One staff member is working towards NVQ level two. The manager is working towards NVQ level 3 management course.

Staff receive support from the Early Years Development and Childcare Partnership.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The management and staff team support children's learning exceptionally well and they are making very good progress in their development. They meet the individual needs of the children by the high quality provision they offer and by working positively with their parents. They support children with English as an additional language by providing a selection of bilingual books. The management team have the capacity to self-evaluate the practice with children and strives towards constant improvement for their benefit, for example, they are keen to continue to develop links with the wider community.

What steps need to be taken to improve provision further?

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

- continue to develop links with the wider community, including local schools to ensure children's development and welfare is fully supported.

The leadership and management of the early years provision

The management and staff team have completed the Ofsted self-evaluation form and identified some areas to improve the nursery for the benefit of children. They have successfully addressed the action and all recommendations raised at the last

inspection. Other improvements, for example, ensuring that children eat health nutritious snacks and meals, have also been made. All staff meet together on a regular basis to evaluate children's learning, their own teaching and plan for future developments. Just Learning Ltd hold annual conferences and in house training to ensure all staff are consistently trained with new information. The management team are working closely with the Redbridge early years team, making progress to achieve the Quality Improvement in Learning and Teaching award.

The nursery staff have a good relationship with parents and carers. They communicate with parents at the beginning and end of each session informing them about their child's day care routine. Parents are invited to view their children's learning journey folder and are encouraged to contribute their own comments into these records. The nursery has yet to establish close links with other early year's providers, schools and welfare services.

Children's welfare is safeguarded well because the staff team have a good knowledge of child protection procedures. A range of policies, including equal opportunities, are in place and shared with parents to ensure they are aware of the nursery's professional responsibility. Hazards are identified and minimised because effective risk assessments and checklists are in place throughout the whole building.

Recruitment and vetting procedures are robust for all staff and first aid qualifications are in place. The management team effectively deploys staff into key worker groups to ensure a high quality of care and education is provided. Staff are good role models; they work as a team and are motivated to ensure the needs of each child are met. Designated staff are responsible for child protection, children with learning difficulties and/or disabilities, fire safety and equal opportunities.

The nursery has CCTV security and a panic alarm to the local police station. Each playroom is designed in a child friendly environment. Staff arrange the resources within the rooms so children can access. They effectively use the outside play space, taking books and painting materials to enable children to continue and extend their creative activities. The nursery take children on recreational trips to extend their learning experience, such as going to the local fire station, supermarket and farm. The nursery hold annual bazaars, raise money for charity and invite the parents to 'work days'.

The quality and standards of the early years provision

The nursery staff have an exceedingly secure understanding of the learning and development requirements. Children's interests are included into the planning. They observe the children's individual learning and record their development in their learning journey folders. Observations are consistently recorded for all areas of learning and next steps are accurately identified. Staff utilise the information they have obtained from observations to challenge and extend children's learning as they play.

Children develop their creative skills as they make models from junk modelling and

explore body painting. In addition, they make pencil shaving and sand collages. Children have excellent opportunities to develop their imagination as they re-enact characters from the book 'going on a bear hunt', expressing feelings of fear and comfort. They squelch in mud and swirl around like a snow storm. Children sing the traditional 'hello song', other nursery rhymes and love to use the karaoke machine. Children have excellent opportunities to develop their physical skills as they explore space and movement, for example, they ride bikes, cars, play catch and climb on the large climbing frame. Children are all given equal respect and treated as individuals by the staff team. The staff have obtained information from parents about children's home cultures and families. They obtain books and learn words in different languages to support children who do not have English as their first language. Children have optimum opportunities to explore emergent writing and make marks by selecting and using pencils. Older children can write their own and others names. Children are developing excellent communication skills; they talk animatedly about a range of subjects, such as the windy weather and their visit to the farm. They have a selection of fiction and non fiction books to read. Children have exceptional opportunities to develop their problem solving, numeracy and reasoning skills well as they complete puzzles, measure the height of growing plants. Outside in the garden, they select bricks, trowels, sand, and use their imagination to build structures. In addition, when scooping sand into different size pots they talk about weight. Children develop their knowledge and understanding of the world as they plant seeds and learn that sun, water and earth will help them to grow into daffodils. In addition, they investigate ice, for example, they test if it will melt quicker wrapped in insulation or warm conditions. They make very good use of the ICT equipment, for instance, they use the mouse competently and know how to use a digital camera.

Overall there are effective measures within the setting to ensure that children play safely. Children enjoy playing together and have a mutual respect for each other. They work very well as a team and help tidy toys. Children are learning to be healthy; they independently wash their hands and dry them on disposable paper towels. Children enjoy healthy nutritious meals and snacks; vegetarian meals are also provided. Children enjoy the social interaction at meal times, serving themselves food and water. Children regularly receive water and milk throughout the day and staff ensure that children have access to drinks when playing in the garden. Those with allergies receive appropriate alternatives. Children are learning to be safe, for example, they take part in fire drills. Children have learnt which foods are healthy and unhealthy for their bodies. They know that regularly brushing their teeth will keep them clean, white and strong.

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?	1
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?	1
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