

# Just Learning Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY152150
<b>Inspection date</b>	24/08/2009
<b>Inspector</b>	Kelly Eyre
<b>Setting address</b>	Progress Park, Elstow, Bedford, Bedfordshire, MK42 9XE
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<b>Type of setting</b>	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 (Bedford) opened in 2002 and is owned by Just Learning Limited, who operate over 60 nurseries in Great Britain. It operates from a purpose-built building on the edge of an industrial estate to the south of Bedford. A slope to the main entrance means that the premises are accessible. Children have access to the fully enclosed outdoor play areas.

The setting receives funding for early education. It is open each weekday throughout the year and sessions are from 7:30am to 6:00pm. The setting is registered on the Early Years Register to provide 112 places and there are currently 100 children attending who are within this age group. The nursery serves the needs of parents and carers who live or travel to work in the locality. A small number of children attend other settings such as pre-schools. The setting currently supports a number of children who speak English as an additional language.

The setting is also registered to offer care to children aged over five years. This provision is registered by Ofsted on both the voluntary and compulsory parts of the Childcare Register. Children occupying these places share the same facilities as the children in the early years age range. There are currently no children on roll in this age range.

There are 27 staff members. Of these, 11 hold relevant childcare qualifications and four are currently attending training to achieve a qualification.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is good. A key strength is the good use of daily observations and information from parents to assess children and plan their next developmental steps. This means that children are consistently offered appropriate activities that promote their individual development. Staff also offer children meaningful support and encouragement, ensuring that they are included and benefit from the opportunities provided. Managers have a positive attitude to self-evaluation, enabling them to build a realistic picture of the setting's strengths and weaknesses, and formulate action plans so that they can continue to improve the outcomes for children.

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

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

- develop further opportunities for children to use developing mathematical ideas and methods to solve practical problems as part of their daily play and routines
- ensure that parents have consistent and current information regarding the setting's policies and procedures.

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

Managers have a clear overview of the setting, using a range of information to inform their self-evaluation. They seek feedback from parents and involve staff in evaluating their daily practice, utilising this information to inform action plans for future developments. For example, recent improvements include the re-organisation of the base rooms so that children now have improved access to the resources and are able to move freely and safely between their activities.

The consistent implementation of the setting's policies supports the efficient daily running of the nursery and helps to ensure that children are cared for in a safe environment. Senior managers make sure that rigorous checks are carried out on all staff to ensure their suitability. Staff participate in training relating to safeguarding children, enabling them to promote children's welfare at all times. Comprehensive risk assessments are regularly reviewed, ensuring that hazards are minimised. Ongoing explanations from staff increase children's understanding of safety issues, such as how to use static play equipment safely.

The setting works well with parents and carers and there are good procedures to support the exchange of information. Staff actively use this information to inform activity planning and promote children's learning and development. Parents are well informed of their children's activities and progress through daily diaries, the sharing of records, regular newsletters and parents' evenings. However, parents are not fully informed of the setting's policies as these are not consistently updated in the parents' file. Staff are forging appropriate links with other settings, further supporting the provision of consistent care and support for children. For example, they are aware of the expectations of local schools and can therefore help prepare children for this transition.

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

Throughout the setting, children make good progress in all areas of learning because activity planning is based on their individual interests and developmental needs. This is underpinned by thorough procedures for evaluating and monitoring their ongoing progress, with staff using this information to inform further activity planning. Children's confidence is promoted and they are developing positive attitudes to learning because staff are skilled in enabling them to initiate their play, offering support and encouragement whenever needed.

Children's learning is extended because staff are vigilant and respond to their requests. For example, when young children exploring jelly show an interest in the painting trolley, a staff member includes these resources in the activity and the children thoroughly enjoy exploring the additional tools and textures. Children's knowledge is further extended and their enjoyment enhanced because staff join in with their play. For example, children laugh and giggle as a staff member helps them jump from one stepping stone to another, counting as they go. Planned activities encourage children to be active learners. Older children enjoy bug hunts, where they photograph their findings and later use these to make their own books.

Children's emotional development is promoted by caring staff who form good relationships with the children. Thoughtful details, such as a graduation ceremony for children leaving the setting, promote children's self-esteem and help them to feel valued. Children's home language is respected and staff ensure that they are able to communicate with the children, either by using key words in their own language or by using picture prompts. There are procedures in place to ensure that children who have special educational needs are offered appropriate support to enable them to be fully included. Staff work with parents to ensure that children's needs are documented and they are offered appropriate activities to extend their learning.

The well-planned environment encourages children to explore and make independent choices. For example, children put on their own choice of music, listening to this through headphones. The introduction of additional resources further enhances their enjoyment. For example, young children enjoy discovering sea shells in a container of bubbly water. Thoughtful planning means that children are offered opportunities to experiment. For example, older children study pictures of igloos and try making their own. Effective use of outdoor areas means that children are offered an appropriate range of opportunities in these areas. They develop physical skills as they use the static play equipment and ride-on toys. Older children gain an appreciation of the environment as they help grow tomato plants and explore the sensory area.

Children of all ages are gaining a good appreciation of books and reading as they independently choose books, enjoy group story times and use reference books for simple research. The colourful displays around the nursery help children to recognise written letters and numerals. However, their development is not fully promoted as they are not always encouraged to use their knowledge to solve simple daily problems. Children are gaining a good awareness of the uses of information and communication technology. Older children use computers and younger children explore interactive activity centres and toy telephones.

## 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>	3
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