

Just Learning Nursery

Inspection report for early years provision

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Inspection date 07/10/2009
Inspector Doreen Forsyth

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Type of setting Childcare on non-domestic premises

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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.

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Description of the setting

Just Learning Nursery was registered in 2002. It is one of a chain of nurseries operated by Just Learning Limited. The nursery occupies purpose-designed premises within the grounds of Newbury College, on the southern outskirts of Newbury in Berkshire. The accommodation comprises of ten playrooms for the children, who are grouped according to age. Further facilities include a multi-purpose area, office, kitchen, laundry, staff room and accessible toilets. There are large, fully enclosed outdoor play areas.

The nursery is registered on the Early Years Childcare Register and on the compulsory and voluntary parts of the Childcare Register, to provide care for up to 104 children, of these, 36 may be under the age of two. Currently, there are 117 children on roll, this includes 36 children who are in receipt of government funding for nursery education. The nursery welcomes children who have special educational needs and/or disabilities and children that speak English as an additional language.

The nursery opens each weekday throughout the year between 07:30 and 18:00, with the exception of bank holidays. Children attend for a variety of sessions. The nursery draws children from a wide geographical area including many whose parents attend Newbury College.

There are 24 staff members working with the children; of these 11 have relevant qualifications at level 3 and six are at level 2, three other members of staff are working toward relevant qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children at Just Learning nursery are very settled and happy; they enjoy their time in the setting. The individual needs of all children are routinely met as the nursery recognises the uniqueness of each child and fully supports them. This enables them to make very good progress in their learning and development. Throughout the nursery, each child's welfare needs are well met. The nursery has forged strong links with parents, and is working very closely with them to promote the children's care and involve them in their education. The managers and staff of the nursery have an accurate understanding of the strengths of their provision and any areas for further improvement. They have a very good capacity for improvement.

What steps need to be taken to improve provision further?

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

- ensure the all the children's developmental records are kept current and dated to accurately show the children's progression
- further develop the children's access to outdoor activities, so that they can freely access the outside areas and extend their learning outdoors

The effectiveness of leadership and management of the early years provision

The nursery is extremely efficient in maintaining and implementing all the records, policies and procedures that are necessary to ensure the safety of the children and the good management of the setting. Children's safety is very well promoted because the nursery has robust and appropriate vetting and employment systems in place; these include a policy to ensure that any unvetted adults in the nursery do not have unsupervised access to the children. The majority of the staff have appropriate early years qualifications; they are encouraged to attend relevant training which is often offered in-house. Most of the staff have current first aid qualifications. The nursery has comprehensive safeguarding children procedures in place, all staff are aware of these procedures and of their responsibilities if they have any child protection concerns. Regular and thorough risk assessments are carried out, the staff speedily identify any potential hazards to the children and take appropriate steps to minimise them. The nursery is very well resourced and the staff well deployed. All the equipment and toys used are regularly checked and cleaned, so that they are suitable for children of all ages. Children are always well supported and supervised, good adult/child ratios are maintained.

All children and their families are welcomed into the setting, including those that may have special educational needs and/or disabilities. The setting has appointed a trained Special Educational Needs Co-ordinator (Senco) who endeavours to ensure that the needs of every child are met. She uses the support of an area Senco if necessary. The nursery builds excellent links with parents. They are provided with very good written information about the provision its policies and procedures, prior to their child entering the setting. They are kept up to date with children's achievements or any care issues through regular informal discussion and a daily diary. There are comfortable parents areas with photos of the children at play, lots of relevant information and displays, and copies of all the policies and procedures. There is also a nursery website which parents can access. Parents can share their views of the setting in annual questionnaires. The nursery builds effective links with other providers such as the with schools that some children will attend. As part of a large chain, there are very good self-evaluation methods in place. The nursery is very effective in identifying its strengths and weaknesses and making further improvements to the provision.

The quality and standards of the early years provision and outcomes for children

The children feel very secure, confident and safe in the nursery. Each child has a keyworker who is responsible, for ensuring the children's welfare needs are met, that their progress is noted and recorded, and that a next step for the children's

learning is identified and built upon; because of the close relationship the children have with their keyworkers, they are making good progress in their learning and development. In the well resourced and stimulating baby and toddler rooms, the babies enjoy interaction with caring staff who are quick to ensure their individual needs are met, and that they are offered appropriate activities, such as exploring treasure baskets, listening to sounds and using baby gyms. They rest and sleep according to their individual needs in a very calm and attractive sleep room, where music plays. Throughout the setting staff observe and record the children's progress, although some of these records are not kept fully up to date. These observations are shared with parents who often add their own observations and comments about their children's progress. Staff use the information they glean from their observations and knowledge of the children's stages of development and interests to plan activities, usually on an individual basis, that help the children to move forward in their learning. Most staff have a good understanding of the early learning goals and how they can help children to progress towards these.

Children's independence is strongly encouraged; most children can help themselves to a drink of water when they need one, they often put on their own coats for outside play, and the older children are able to serve themselves at meal and snack times and help tidy up afterwards. They often proudly run errands in the nursery and are encouraged to help each other; for example, children found special resources for each other when looking for interesting shapes in collage work. Staff try to ensure children can freely access all of the resources and can explore freely in their playrooms. Using three rooms for the toddlers ensure they access a very wide range of activities, for example, they enjoy regular messy play, such as sticky with shiny materials, exploring cornflour or playing with sand. All the playrooms open up onto the well resourced outside play areas, but the children do not always have completely free access to the garden to fully extend their learning out of doors. Children are beginning to show a good awareness of the importance of healthy life styles; for example, they know when they should wash their hands and were able to tell me they washed their hands before eating because there may be germs on them. The nursery cook prepares all the children's meals and snacks, which are nutritious and well balanced, and if children have any special dietary needs these are recorded and well observed.

Children are learning well about different cultures and the wider world. They have access to many resources that promote equality and show people from different backgrounds; including posters and displays throughout the nursery. They celebrate special events and festivals, such as Christmas, Easter and Diwali. The children have often moved through the nursery with their peer group, so they make some very firm friendship and enjoy each other's company. The nursery has a written behaviour policy which is shared with parents. Staff value positive behaviour and offer praise and rewards, such as stickers for children's achievements and good behaviour. The children are encouraged to be inquisitive learners, they use some technology to support their learning and daily play. Children are encouraged to take turns, to share and to consider the needs of others.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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