

# Just Learning Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	305957
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<b>Type of setting</b>	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 Day Nursery was registered in December 1996. It is located in a purpose built single storey building situated in the Ingleby Barwick area of Stockton-on-Tees and serves the local and surrounding areas. The nursery has two guinea pigs and a rabbit situated in the entrance area, which children have supervised access to.

The provision is registered to care for up to 100 children aged under eight years at any one time. It is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. She also provides out of school and holiday care for children over eight years. The nursery has links with three local primary schools, where children are collected from or taken to, by Just Learning Nursery staff.

There are currently 166 children on roll, aged between eight months to 10 years, attending for various sessions. Children are cared for in ten play rooms, according to their age and ability. They all have access to separate outdoor play areas. There is a small number of children attending who have English as an additional language.

The nursery is open five days a week, all year round, excluding public holidays. Opening times are between 7.30am and 6.00pm. There are currently 25 members of staff employed, 13 of whom work on a full time basis. Most staff have a suitable childcare qualification, with the majority of these being at Level 3.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in the provision and receive good attention and care from committed staff. Staff are well aware of children's individual interests and learning needs and ensure that these are well met. Inclusive practice is effectively promoted to ensure that all children are fully included and involved. The manager and staff are extremely committed to driving improvement. There are very effective self-evaluation processes in place which ensure that there is a strong vision for continuous development and improvement. As a result, outstanding progress has been made since the previous inspection.

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

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

- ensure that staff are deployed effectively in all rooms to maintain minimum ratios at all times.

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

Comprehensive safeguarding procedures are in place to promote children's overall welfare. Rigorous and robust recruitment and vetting procedures are implemented and all staff have good access to ongoing training and development courses, included safeguarding, first aid, infection control and food hygiene training. The nursery kitchen has very recently received a 'five star award for hygiene' and staff follow excellent procedures throughout the day to prevent the spread of infection.

The self-evaluation process is a particular strength within the setting and takes account of the views of staff, children, parents and carers. The leader and staff have successfully identified key strengths and areas for development. They strive towards continuous improvement and have made outstanding progress since the previous inspection, ensuring that all recommendations made have been fully addressed.

Deployment of resources is generally good. Children have access to an excellent range of varied and stimulating activities and resources. However, although staffing ratios are above minimum recommendations in some rooms, staff are not always deployed effectively in other rooms, resulting in adult to child ratios not always being maintained, for short periods of time.

Play space is effectively used and children being cared for outside of school hours have their own designated areas, which helps to promote their sense of belonging. Comprehensive risk assessments and safety checks are regularly conducted by staff to ensure a safe and secure environment for all children, parents and visitors. The nursery has been awarded 'child safety' and 'toy safety' certificates this year.

The provision works well in partnership with parents, carers and other groups, such as the local Sure Start development team and some local primary schools. Parents are encouraged to share what they know about their child's routine, preferences and development and are included in observing and recording their child's progress. They are kept fully informed of their child's achievements and have access to development files and policy and procedure documents. Parents evenings are held and parents views about the provision are sought and are effectively used in the self-evaluation process.

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

Staff demonstrate a good knowledge and understanding of the Early Years Foundation Stage. They ensure that a varied range of stimulating activities are provided for all children and cover all areas of learning. Staff effectively take account of children's needs and interests and regularly observe and assess individual development, as a result children are making good progress towards the early learning goals.

Children form good relationships with staff and peers. They are happy, settled and present as feeling safe within the nursery. They learn about keeping themselves safe during different activities and routines, for example, the fire brigade have recently visited and a police visit is planned. Children are also involved in regular fire drills and the older children confidently explain what they do during a drill, and why they do it. The outdoor play provision is a particular strength of the nursery and children have free access to outdoors, which is well managed. Children are allowed to take appropriate risks during outdoor physical play, such as when climbing, balancing and sliding down a pole, which they thoroughly enjoy.

Children are provided with healthy and nutritious meals, snacks and drinks and are encouraged to learn about and adopt healthy lifestyles and practices, such as regular hand washing and brushing of teeth. The nursery has received a silver award for oral health promotion this year. Children show good awareness of the needs of others, for example, they know about and openly discuss each others dietary requirements, allergies and preferences. Meal and snack times are observed to be relaxed and enjoyable occasions with the older children helping to serve themselves, which promotes their independence and confidence.

Children enjoy a wide range of play experiences across all areas of learning, including planting, growing and digging up vegetables in the garden, which they then feed to the nursery rabbit. Children have good access to computer equipment and their communication, language and literacy skills are well promoted by key staff who have had training around linking sounds and letters. Children are active, interested and inquisitive learners who are well behaved and confident in their surroundings. They are observed reminding each other politely about acceptable codes of behaviour, such as taking turns and sharing.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	1

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
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	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	2
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