

Just Learning Nursery

Inspection report for early years provision

Unique reference number EY335554
Inspection date 05/10/2009
Inspector Sharon Greener

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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 at Doxford Park is one of 74 nurseries run by Just Learning Limited. It opened in 2006 and operates from seven rooms within a purpose-built building. Children have access to an enclosed outdoor play area. The nursery is located on a large business park on the outskirts of Sunderland. It is open each weekday from 7.30am to 6pm for 52 weeks of the year.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 90 children may attend the nursery at any one time. There are currently 117 children aged from birth to under five years on roll. There are no children aged over five years on roll. The nursery provides funded early education for three and four-year-olds. The nursery has a number of children on roll with special educational needs and/or disabilities. Children come from a wide catchment area, as most of their parents travel in to work on or around the business park. There are 23 members of staff, all of whom hold an appropriate early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff team demonstrates a very positive attitude towards promoting inclusive practice, and they create a welcoming environment for all children and their families. They work very well with parents and others to meet children's individual needs and children make good progress. The staff team review their practice and the service, care and education provided effectively and areas identified for further development are tasked accordingly. All of the required documentation is in place and the vast majority is very well organised and maintained. Extremely high priority is given to promoting and preserving children's safety and welfare.

What steps need to be taken to improve provision further?

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

- continue to develop systems used to monitor and assess children and ensure that the information is recorded consistently and covers all areas of learning to support children's learning and inform planning effectively.

The effectiveness of leadership and management of the early years provision

Highly comprehensive policies are in place regarding the administration of medication, a lost or uncollected child, and safeguarding children from harm. Staff have an excellent knowledge of these. Most staff have completed safeguarding training and all staff are scheduled to attend training in early October. Recommended child protection literature and relevant contact details are in place.

Accident at home record sheets are completed by parents if children arrive at nursery with an injury or mark that has been sustained outside of the nursery. Staff ring parents if a child fails to attend as scheduled and they have not been informed. Staff have a very clear understanding of the complaints procedure which includes Ofsted's role and contact details. The Ofsted poster is prominently displayed for parents information. Recruitment and induction procedures are robust. Systems to ensure the ongoing suitability of staff are very effective. This includes their access to pertinent training and the updating of Criminal Records Bureau checks every three years. Staff practice is efficiently monitored through ongoing observation by very well motivated managers, annual appraisals and team meetings.

Staff have a very good knowledge of policies and procedures which are used effectively and shared with parents. Extremely strict procedures are adhered to regarding the collection of children, who are only released to designated people and a password system is used. Robust risk assessment procedures are in place and very detailed records are kept. Security is given very high priority. Staff are exceptionally vigilant regarding security and safety matters and this helps keep children safe. For instance, staff understand fully the action to be taken should there be an intruder or other hazard in the garden areas. Children are exceedingly well supervised by staff. Staff are very well deployed and work efficiently as a team. Regular fire drills are carried out and recorded. Procedures to assess the service, care and education provided are effective. All staff, parents and children have an input into the process. Recommendations from the last inspection have been addressed. Staff show a real commitment to the continued improvement of all aspects of the service provided. All of the required documentation is in place and is very well organised and the vast majority is very well organised. However, systems of monitoring and assessing children's individual progress are not consistently maintained, and information recorded in respect of some areas of learning is not as well documented as others.

Playrooms are very well laid out and resourced. Child-friendly storage systems allow children to make choices and self-select resources easily from the broad range provided. This helps foster their decision making and independence skills. Children's awareness of diversity and the wider world is very well promoted and differences are acknowledged in a positive manner. This is achieved through the positive role modelling of staff, the good use of discussion and children's access to a good selection of books, resources and activities that reflect the various aspects of diversity. Procedures in place to support children who speak English as an additional language or those with special educational needs and/or a disability are very good. For instance, some staff have learnt to use Makaton sign language. Staff are able to explain how they work very closely with parents and liaise very well with others to meet children's needs. For example, one-to-one support is available, activities are adapted and additional equipment and resources obtained as necessary.

Parents are kept very well informed of their child's activities, progress, general and social events through the very good use of displays, newsletters, daily record sheets, frequent verbal feedback and bi-annual review meetings. Respective parents have access to their children's records and are actively encouraged to

contribute via the completion of monthly assessment sheets. Staff talk to parents about their child's current interests and preferred activities, so as to enable them to mirror activities at home to support their child's learning. Feedback from parents about all aspects of the service provided is most positive and complimentary. In particular they praise the friendly, supportive staff and the quality of care and education their children receive. Effective systems are in place to ensure children receive the help and support they need. Very good links have been made with other professionals and agencies, such as Health Visitors, Speech Therapists and Physiotherapists. Very good links have been made with others delivering the Early Years Foundation Stage (EYFS). Staff have spoken to childminders and visited local schools and nurseries and have established effective methods of sharing pertinent information with key people to support and enhance children's continuity of learning.

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

An efficient induction process allows staff to obtain and record detailed information about children's initial needs and abilities. This enables them to build a very good understanding of children's individual requirements. Staff show a very good understanding of the EYFS. The information acquired about children's initial starting points, and that obtained through the observations made by staff ensures that children are provided with a very good range of activities and learning experiences. Plans are flexible in response to children's interests. Children benefit from the good quality interaction of enthusiastic and well motivated staff, and are very well supported and challenged. Staff make good use of discussion and questions to extend children's learning. For example, during a group discussion a four-year-old proudly displayed their drawing and was encouraged to describe it to the group. The child confidently explained in detail how they had drawn the picture and was praised readily. There is a very good balance of adult-led activities. For instance, staff initiate activities, such as outings, cookery, story time, singing, ring games and pre-school children have the opportunity to learn basic Spanish in a weekly session.

Staff manage children's behaviour very well through the calm and consistent use of appropriate tactics, in keeping with children's abilities and level of understanding. Children respond positively and are very well behaved. Very warm, close relationships are evident between children and staff, and children are happy and contented. Children communicate with staff in a very confident and comfortable manner. For example, a baby responded warmly by smiling and vocalising when spoken to soothingly by a member of staff. Children initiate conversations readily and ask questions freely. They interact very well with peers and show concern for others. This is demonstrated through their willingness to take turns and share resources. Children's awareness of safety and the need to preserve their own welfare and that of others is promoted as a priority. Staff talk to children in detail about matters, such as road safety, 'stranger danger', the need to stay close to staff and to follow instructions, and to use resources safely. Children often remind each other of the safety rules. For instance, a child in the pre-school room reminded their friend not to push when making their way outdoors.

Standards of hygiene are very well maintained. Staff present as positive role models and use familiar routines to actively promote and reinforce children's understanding of good hygiene practices. For instance, a young child knew they had to wear a hairnet and apron before they could help make sandwiches for tea. The benefits of an active lifestyle are very well promoted. Children have daily opportunities to take part in a good variety of activities to support their physical development both indoors and outdoors. A good selection of equipment and resources are provided. Each week a coach visits the nursery to work with children over the age of two-and-a-half years who take part in football sessions. Detailed information about children's medical or dietary needs is obtained and recorded. Healthy eating is very well promoted and menus provide a variety of nutritious meals. Weekly menus are displayed for the benefit of parents. Children have access to fresh drinking water and other suitable drinks are offered throughout the day.

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	1
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	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

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	1
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