

# Just Learning Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	220266
<b>Inspection date</b>	15/12/2009
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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 is one of 78 nurseries run by Just Learning Limited. It opened in 1999 and operates from 10 rooms in a purpose-built, accessible building. Children have access to separate enclosed outdoor play areas. The nursery is situated in a residential area on the outskirts of Wellingborough, Northamptonshire. It is open each weekday from 7.30am to 6.30pm all year round, except bank holidays.

The nursery is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. A maximum of 100 children may attend the nursery at any one time. There are currently 120 children aged from 12 weeks to five years on roll, some in part-time places. Children in attendance live locally and in the surrounding area. The nursery has two guinea pigs and some fish in a tank as pets.

There are 24 members of staff, 21 of whom hold appropriate early years qualifications, with one working towards her qualification. One member of staff is working towards Early Years Professional Status. The nursery provides funded early education for three and four-year-olds. They receive support from the local authority. Just Learning is a member of the National Day Nurseries Association.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Management and staff have worked hard together to improve the quality of the provision, which has had a positive impact on most aspects of the outcomes for children. As a result, they meet all the welfare requirement of the Early Years Foundation Stage. Particularly evident are the strong relationships children form which help staff to be fully aware of them as individuals, enabling their needs to be met, especially with regards to care routines for the youngest babies. Underpinning these bonds are robust partnerships which ensure staff are updated daily about relevant changes and that parents are well-informed about their child's progress. The nursery as a whole demonstrates an ongoing commitment to maintain continuous improvement, evidenced through their prompt response to issues identified previously and the effective use of self-evaluation as a tool to drive future development.

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

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

- develop the use of technology throughout the nursery
- ensure younger babies have access to outdoor play, or other planned daily outings.

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

Children are well- safeguarded because staff show real concern for their well-being. They are confident about issues that would cause them concern and what action to take, including detailed recording. Comprehensive and well-maintained documentation throughout the nursery supports staff in protecting children, although a few aspects of the safeguarding policy lack rigour. The company has robust systems to vet and induct new staff, with their ongoing suitability discussed during regular appraisals. Thorough risk assessments, including regular staff input, help protect children from identified hazards with daily checks of all areas and the manager ensuring all staff participate in fire drills. The nursery maintains above required staffing at times and is always within required ratios as extra staff cover lunch breaks. Purpose built provision gives all children independent access to resources and they develop confidence by exploring their surroundings inside and in the recently developed outside areas, although younger babies do not do so daily. Staff appropriately join groups together at times and share suitable resources, which provides broader choices for all. Generally the nursery is very well-resourced, including a wide range of visual evidence, toys and equipment that promotes equality and diversity. This is also reinforced through the emphasis on the individual child and the consideration given when children move rooms, including translating information for parents if necessary.

Senior staff regularly reflect on the nurseries strengths and weaknesses, forming realistic plans for ongoing development. They all work directly with the children and other staff so are very aware of what goes on in practice. They have actioned many of the areas prioritised and have a strong ongoing commitment to further improvement. Information collected via parental questionnaires is part of this process, showing their comments are valued; for example, children now move to new key staff less frequently. New parents access detailed information about the nursery in variety of formats, including relevant information according to the age of their child when starting, which is updated as they develop. In return they share what they know about their child with ongoing discussion encouraged over issues as they arise to keep everyone updated, for example, when children move rooms and to regularly redo consents for outings. Parents access their child's developmental records freely, with more formal discussion taking place over the monthly summative assessments and at parents' evenings. They have opportunities to be involved in their child's learning through sharing cultural information, particular skills or aspects of their work, to accompany children on outings and contribute to charity fundraising events. The nursery has established systems to share information with other settings or other professionals working with any of the children.

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

Most children are making at least good progress in their learning and development as a result of their access to a broad range of activities which they obviously enjoy.

In the baby rooms for example, objects such as handles and switches are displayed for them to explore and practise their hand-eye coordination. They love shredded paper, begin to mark make in free painting sessions, access many natural materials and household items, engage in some physical activities and particularly enjoy joining in with action rhymes. Two-year-olds take great interest in books, making up their own stories from the pictures, are purposeful painters and discuss freely what they have done. They carefully set out the resources they want during imaginative play and cause staff to change the citing of pasta play by choosing to put it on the floor. Pre-school children become increasingly independent, inquisitive and articulate. They participate excitedly in Christmas craft activities, such as making their own wrapping paper, with several deciding to play 'pass the parcel', getting very involved in making their own parcels. Outdoor learning is very much part of their day, with appropriate resources outside leading to a spontaneous rendition of 'Under my umbrella' in the rain. Children all benefit from their positive interaction with staff who really care about them as individuals, fully focus their attention at the child's level, join in activities with them and model how to do things if necessary. Planning results from previously observed children's interests, with the monthly updated summative assessments sheets helping staff ensure that individual children access all areas of learning as for most of the sessions they have free choice of activities.

All aspects of children's welfare are well-promoted. Children are confident in their surroundings, aware of routines and comfortable in approaching staff for support, helped by regular cover staff for continuity. Staff maintain a basic structure around children's opportunities for free choice and independence, so that boundaries which help to keep children safe are in place. Appropriate reminders are given to reinforce children's understanding of safety, such as how to carry scissors and to be careful in the mud outside. Through positive examples from staff and constant reinforcement young children develop secure personal hygiene routines, independently for older children. Robust policies and practice, such as adults using hand-wash gel on entering the nursery, help reduce the risk of cross infection. Children have a varied, healthy diet with freshly cooked meals and very good access to water to ensure they are all well-hydrated. Careful checking matches babies with their own milk and bottles as part of robust systems to meet individual dietary needs. Most children have very good access to fresh air and activities in their dedicated outdoor spaces, which ensure they are age-appropriate and safe. Individual needs are well provided for, especially evidenced in the care given in the baby rooms and concern staff show when children are unsettled. The environment, such as access to outdoor provision, and easily reached resources enable individual learning styles to be accommodated. Strong links are in place for additional support for children with special educational needs and/or disabilities. Generally children's behaviour is very good, with minor incidents monitored, recorded and shared with parents appropriately. Staff discuss confidently how they handle these. Children are developing positive habits as active, inquisitive and independent learners, engage in cooperative play and increase their understanding of the wider world. They are learning many necessary skills for the future, although in some areas have limited access to technology.

## 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	2

### 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	2
The effectiveness with which the setting deploys resources	1
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	3
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