

Just Learning Nursery

Inspection report for early years provision

Unique reference number 322990
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Inspector Frank William Kelly

Setting address 35-37 Walkden Avenue, Wigan, Lancashire, WN1 2JJ

Telephone number 01942 821898
Email wigan@justlearning.co.uk
Type of setting Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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 Private Day Nursery Wigan is one of a number of nurseries owned by Just Learning Limited. It opened in 1998 and operates from five rooms within a detached two storey building on the outskirts of Wigan town centre. There is a secure, fully enclosed area for children's outdoor play.

The setting is registered to care for a maximum of 73 children aged under eight-years-old, and of these not more than 73 may be in the early years age group at any one time. There are currently 112 children on roll, all of whom are in the early years age range. The setting is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. It operates Monday to Friday from 7.30am to 6pm, and provides an all year round service.

The setting employs 22 staff to work with the children, all of whom hold early years qualifications to at least level 2. One member of staff is qualified to level 4 in early years and another is working towards Early Years Professional Status. Another seven staff are working towards additional qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff at this setting implement the effective policies and procedures with consistency, which is successfully promoting the children's welfare and well-being. Self-evaluation is securely established and, although cautious in parts, clearly identifies the routes to be taken to secure further improvement. The sound support of the management is reflected in the strong sense of purpose demonstrated in practice by the staff team; they are enthusiastic and have high expectations for all children. Planning is securely rooted in the individual child's interests and therefore is promoting their next steps for learning. Engaging with parents and working closely with other agencies means that children's specific and individual needs are well met. This, along with the welcoming environment, is successfully helping children to become active, independent and enthusiastic learners.

What steps need to be taken to improve provision further?

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

- develop further the ways in which children can use and explore information and communication technology
- develop the opportunities for children to do things in different ways and on different scales when outside
- improve the bathrooms for children to allow a greater degree of independence and maintain privacy.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded as staff are recruited through a rigorous corporate selection and vetting procedure. Effective inductions, team meetings and management updates mean staff are very familiar with the policies and procedures including those for child protection. They are confidently able to explain potential signs and indicators of possible abuse and how to report them in line with the requirements of the Local Safeguarding Children Board. However, some were unsure about the recent changes of the named person, although that said, all were clear that any concerns would be reported to a member of the management team. Effective systems are in place for the safe management of the premises and care for children, both inside and outside the setting. Annual maintenance of gas and electrical systems are complemented by regular servicing and testing of fire detection equipment. Regular drills also ensure that children are learning about how to keep themselves safe in the event of an emergency.

The premises are old and in parts somewhat faded, however, staff keep them clean and ensure that the effective use of toys and other resources make it an inviting and child orientated environment in which children confidently enter and explore. The staff organisation and deployment effectively supports children. Resources and toys are thoughtfully and effectively organised to meet children's developing needs as they grow and progress through the nursery. The formal self-evaluation is developing and the setting has been cautious about some aspects of its self-grading. However, their assessments are realistic and the progression made since they started their initial evaluation, demonstrates their commitment to addressing potential weaknesses and building on them. They have secured funding for the development of the outdoor area and recognise some of the facilities are less well thought out. For example, they acknowledge that the current design of the cubicles in the children's bathrooms on the ground floor does not afford children with sufficient privacy and that only having one toilet on the first floor may impact on the children's comfort and developing independence. In addition recommendations from the last inspection, such as improving partnership with parents and the assessment systems for children, have been fully addressed. This self-evaluation and the provision for staff to undertake additional training demonstrates the organisations commitment to driving future improvement.

Parents are actively engaged. Detailed information about the setting is readily available, and displays and warm exchanges on arrival and collection times means that information is shared on a regular basis. Parents are actively encouraged to contribute to the six weekly summary sheets and parent's evenings are held twice a year. Effective sharing of information means that the children's individual needs are very well attended to. Training is sought for all the staff team to ensure they are confident to administer any required medication should children have a specific medical need. The arrangements for working with other professionals and settings are in place, and those that provide shared care are invited to contribute to the children's development plans.

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

The staff's warm and affectionate approach creates a secure and pleasant place for children to be. Younger children seek cuddles and assurance from the adults and older children express their needs and preferences for play and instigate conversations, confident that their needs will be responded to positively. The adults plan very well to ensure that children's learning experiences are maximised and that the five outcomes for children are woven into the daily routines and planned activities. Games about healthy eating help children to learn about good health, and the organisation of lunch time for older children affords them a range of learning experiences that promote their growing independence. For example, they freely wash their hands with minimal prompting from adults, serve themselves learning to use a variety of tools and make choices about portion size. They gain valuable social experiences through turn taking and enjoying lively discussions about what they are eating and when they saw their key worker in a local restaurant. The management are aware that by making some simple changes this could be further improved to allow children with specific dietary needs similar experiences.

Activity planning is very good and underpinned by staff observations and information gained about children's current interests. Resources are organised to meet their developing needs. Thus, the children are happy and confident to investigate and explore what they encounter. For example, the babies explore sand and plastic materials in the flat trays on the floor. They enjoy lots of adult interactions and are fascinated by the bubbles that float in front of them but then keep disappearing. Communication and mark making are a central part of the children's day. Adults engage children throughout the setting with favourite stories, reading them with enthusiasm or using puppets to capture the children's imaginations and further enhance their enjoyment. Opportunities to talk, count and practise their colour recognition are threaded through other activities, such as counting the cones on the playing cards. Younger children enjoy traditional songs and staff encourage them to try to say new words, such as frog. Interesting tactile materials provide the children with pleasurable and unusual sensory experiences. For example, the younger children explore the 'gloopy' feel of thick paint with their fingers and toddlers make marks with flour, excitedly calling to visitors to look at their 'snowy hands'. This not only allows children to explore and develop their exploratory nature, but builds strength and dexterity into their hand muscles and allows them to practise new and familiar vocabulary.

Staff have built secure relationships with the children as they spend time with parents and other staff to support children when they start or move to another room within the setting. Consequently there is a strong sense of community which is further facilitated by the staff team's positive and warm approach and role modelling. Children are helped to understand the consequences of their actions through simple explanations, praise or distraction. Thus they are well-behaved and on most occasions are considerate of each other. The high expectations of the staff and consistency of approach means children are familiar with the ground rules and so are also gaining a sense of keeping themselves safe, for example by

using the handrail on the stairway.

Children demonstrate a familiarity with some aspects of technology as they deftly and competently operate the mouse on the computer, however there are less opportunities to operate other types, such as cameras and karaoke machines. Observations and exploration of snails and lifecycles, such as those of frogs and growing strawberries from seed, help children learn about other aspects of the wider world. Younger children enjoy playing in water and exploring objects with their hands and mouth. They delight in how the stacking cups make a noise, when knocked together. Role play is well resourced and staff enhance this further, led by children's comments and experiences. For example, the children play for prolonged periods in the 'pie shop'. They use tongs to pass items to each other, take on roles like shop assistant and customer, and explain to visitors that they can sing into the microphone on the play till. The staff use stories and musical instruments to introduce different cultures, however, they have yet to consider how they can widen children's use of resources on a wider scale, for example by playing or making instruments when outside in the garden. That said, the children's play and other adult-led experiences currently being provided are allowing the children to gain a sound and secure base for developing their skills for the future in a fun and pleasurable way.

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	3
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	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	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