

# Just Learning Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	155098
<b>Inspection date</b>	25/05/2010
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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 Nursery registered in 1998. It operates from a purpose-built premises situated in the grounds of Whipps Cross University Hospital in Leytonstone in the London Borough of Waltham Forest. Access to the building is at ground level directly from the footpath. Children have the use of 10 play rooms and share access to a secure outdoor play area. The nursery is open every weekday day from 6:45am until 7:00pm 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. It is registered to care for a maximum of 100 children under eight, and of these, 36 children may be under the age of two, at any one time. Currently there are 160 children on roll, all of whom are in the early years age group. The setting supports children with special educational needs and/or or disabilities and those who speak English as an additional language. The nursery employs 38 staff to work with the children. The majority of staff, including the manager, hold relevant early years qualifications in childcare.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Just Learning Nursery provides a welcoming and inclusive setting for children where their welfare and education are promoted very effectively leading to high quality outcomes for all children. Staff liaise closely with parents, working together as partners to meet children's individual care and learning needs. Children benefit from the many opportunities to enjoy learning in a variety of indoor and outdoor play situations. Staff maintain a good capacity for continuous improvement through effective monitoring and evaluation.

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

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

- ensure that organisational systems work consistently and effectively throughout the nursery
- develop further the use of self-evaluation to encourage a culture of reflective practice amongst all staff.

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

All the required documentation is in place and extremely well organised so that staff and parents are fully aware of the nursery's policies and procedures. There are excellent systems in place to ensure that children are safeguarded while at nursery. The management team make sure that all adults working in the nursery are suitable and vetted. Detailed risk assessments of the premises are carried out

in addition to risk assessments of equipment, activities and outings. Health and safety records in all the rooms are very well maintained, ensuring that children are cared for in a safe and hygienic environment. Children's medical information is made easily accessible to staff so that all individual medical needs are catered for appropriately. Staff have a good understanding of child protection procedures and know what to do if they have any concerns about children or adults in the setting. Regular evacuation practises are carried out to ensure that plans work efficiently in evacuating the building in the event of an emergency.

The management team has ongoing monitoring and evaluation systems in place in order to continually improve the outcomes for all children. They are aware of the strengths of the nursery and target relevant areas for further improvement. Their involvement in a local authority quality scheme contributes significantly to the further development of staff's practice. Since the previous inspection there have been notable improvements in the provision for children, for example, the re-organisation of the pre-school rooms and more effective use of the outdoor areas. Staff are regularly appraised as part of their professional development. They are encouraged to attend training courses to increase their knowledge and understanding of the Early Years Foundation Stage. The management team and senior staff have begun to use a more detailed method of self-evaluation in order to look closely at all aspects of the provision, although this has not yet been extended to all staff in order to encourage reflective practice throughout the nursery.

Staff organise an attractive and stimulating play environment for children, maximising the available play space indoors and outdoors. The nursery has a wide range of resources which are suitable for children of differing ages, and abilities, and which is regularly extended to provide new and interesting learning experiences for children. Staff are adept at using a variety of resources to support children's development across all six learning areas. They are deployed effectively around the rooms, providing support for children and interacting with them as they participate in the activities on offer. The nursery's organisational systems encourage staff to work closely together to ensure that children's well-being is prioritised. As a result children feel valued, and well cared for, and develop a real sense of belonging. However, these systems are not always fully effective in promoting a consistent approach across the whole nursery.

The nursery has an excellent working partnership with parents and carers. Parents receive detailed information about the nursery's childcare arrangements and educational programme. They are asked to provide information about their children's stage of development when new to nursery so that staff can begin to move them on in their learning. Staff communicate with parents on a daily basis keeping them up to date through a system of diaries, conversation, notices and newsletters. Parents are able to view interesting displays of children taking part in activities and read about what they learnt. Children's learning journals are especially attractive, and user-friendly, encouraging parents to be involved in their children's learning. Parents have good opportunities to exchange information with key workers at planned consultations. The nursery works alongside other professionals to support children with special educational needs. Parents are highly satisfied with the care and education that their children receive.

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

The nursery has comprehensive systems in place to enable staff to promote and extend children in their learning, thereby meeting children's individual learning needs effectively. Staff observe children at regular intervals, noting their interests and possible lines of development which they then include in future activity plans. Parents' views are also requested, and taken into account, when considering ways to support children in the acquisition and development of new skills. The written planning is very effective in enabling staff to set out resources to stimulate children's interest and also to organise focus activities which meet their individual needs. The targets set for children are relevant to their different stages of development and consequently staff move children on significantly in their learning, for example, extending their use of language, numeracy and problem solving skills. Children are encouraged to become active and creative learners through the provision of an array of exciting opportunities to explore, both independently and with others.

Staff make very good use of group times to reinforce and extend children's learning around a particular theme or skill, for example, using props to encourage very young children to join in songs, or tins and wooden spoons to help older children improve their listening skills.

Children gain self-confidence as they move through the nursery. In pre-school, in particular, they are enthused by staff's lively and effective interaction during their free-choice play. Children enjoy constructing models, sharing books and experimenting with water. Staff engage children in meaningful conversation, for example, when planning and taking part in a lemonade-making activity. They suggest ideas and ask questions which encourage children's thinking and investigative skills. Younger children's play is enhanced by staff as they join them in activities such as dressing up, play dough and mark-making. Babies happily explore toys and soft play equipment, discovering different ways to travel over and through the shapes. All children have excellent opportunities for outdoor play and enjoy using large play equipment or investigating natural materials. They make friends quickly and develop good relationships with other children, learning to share toys and wait turns. They delight in trying out different or new resources, such as a shiny den or musical instruments. Children are able to express their own ideas creatively using a variety of tools and materials, for instance, when painting on huge sheets of paper or experimenting with feathers to create pictures.

Children's welfare is promoted effectively by staff and consequently children feel safe and secure in the setting. There are various safety measures in place to minimise risks to children, for example safety gates, high handles and cupboard locks. The outside gates are padlocked and all large equipment is placed on safety surfaces. Staff are particularly attentive to children's health, catering effectively for their individual medical and dietary needs. Daily routines are followed effectively by staff so that children's care needs are met appropriately. Children are offered a variety of healthy and nutritious meals and enjoy a selection of interesting foods at snack times. Staff encourage children's independence and social skills at

mealtimes. Children are able to access drinking water at all times so that they avoid the risk of dehydration. Staff provide opportunities for children to talk about keeping themselves safe, and healthy, and adopt healthy lifestyles. Children's behaviour is excellent and they show respect for each other and adults. They have an increasing awareness of diversity and learn about different cultural and religious festivals.

## 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	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	1

### 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>	1
The extent to which children achieve and enjoy their learning	1
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	1

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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