



Just Learning Nursery

Inspection report for early years provision

Unique Reference Number	EY308705
Inspection date	02 December 2005
Inspector	Lynn Amelia Hartigan / Lynn Denise Smith
Setting Address	342 London Road, Stanway, Colchester, Essex, CO3 8LT
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Registered person	Just Learning Ltd
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Just Learning Nursery has been registered since 2005 and operates from a purpose built nursery in Stanway, near Colchester.

A maximum of 139 children may attend the nursery at any one time. The nursery is open each weekday from 07.00 to 19.00 all year, with the exception of bank holidays. Children have access to a secure enclosed outdoor play area.

There are currently 222 children aged from 7 months to under 5 years on roll. Of these 76 children receive funding for nursery education. Children come from the local area and wider community.

The nursery employs 32 staff, of which 31 including the managers hold appropriate early years qualifications. The nursery receives support from the Local Authority and is a member of National Day Nurseries Association (NDNA).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are kept healthy through regular and efficient routines such as hand washing before snack and after using the toilet. Older children are able to use the toilets and wash their hands independently. Children are protected from illness as the staff promote well documented policies regarding illness, medication and accidents. A good daily risk assessment and cleaning programme helps minimise accidents and cross infection.

Children are offered a choice of healthy snacks, meals and drinks. They choose from a selection of fruits, milk, juice or water at snack time. Children are able to discuss what food is good for them and where it comes from. A large notice board displaying the nurseries menu and information on healthy diets is available to parents. Older children could be encouraged to be more involved with the preparation and serving of their own snacks and meals, allowing them to make independent choices.

Babies dietary needs and routines are considered. Babies' sleep patterns are respected and babies will be fed as appropriate. Food is pureed as necessary and appropriate utensils are offered to encourage early attempts at feeding. For example, babies are offered finger foods and happily feed themselves, younger children have their meals pureed and are assisted in feeding and older children are given spoons and have fun feeding themselves with the supervision of the staff.

Children enjoy outdoor play and have opportunities for physical exercise daily, weather permitting. They play enthusiastically in the enclosed outdoor area negotiating the space well and cooperating with each other when using the football goal, taking turns to shoot. They enjoy the ride on cars and bikes, playhouse and small equipment such as balls. Children will benefit from more outdoor opportunities, the managers have identified this as an area for improvement and action plans to develop the garden are already in place. Children use construction kits and manipulative toys well developing their small muscle skills, for example, children in a small group show great excitement and pride when displaying a large castle made out of Duplo bricks.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are welcomed into a bright, attractive nursery that is clean and well maintained. Children's art work, mobiles and posters create a welcoming environment. Specified areas are clearly defined by signs such as the book corner, craft area and coat pegs. As a result the children are secure and settle well within the setting.

Children's safety is considered as a priority by staff. Children are kept safe as staff carry out daily risk assessments and regular fire drills with the children. Vigilant management of the entrance doors by staff, ensures children cannot leave the premises unseen. CCTV monitors are in place and a visitor's book help maintain the children's safety.

Older children are able to choose from a good range of toys and play equipment that is well maintained. These are stored at the children's height in low level drawers and boxes. Children move freely around the rooms between well positioned tables and chairs. They have adequate space to play on the floor and at the tables.

Children's welfare and safety is enhanced as the staff have a secure understanding and knowledge of child protection. All required procedures and documents are in place to promote this and parents are made aware through the prospectus and policies available to them.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are busy, play happily and enthusiastically as the sessions are planned and designed to help them have fun and make progress in their learning and development. Children have warm relationships with the staff and have formed friendships amongst themselves. All staff are caring and affectionate towards the children and as a result children settle well.

Children are encouraged to independently access good resources available to them, mainly stored on level shelving or trolleys. However, a lack of resources in rooms for younger children compromises their play opportunities. Staff are slowly implementing the 'Birth to three matters' framework, however, further training will ensure the staff are better informed and enable them to support the development and learning of the younger child.

The quality of teaching and learning is good.

Staff have a sound knowledge of the Foundation Stage and how children learn. Children are busy and keen learners. They ask lots of questions and concentrate well on tasks with support and guidance from the staff in their chosen activities. An effective key worker system is in place and staff observe children well and record their progress within individual development records. This does assist them when planning the next stage of the children's learning. However, it does not sufficiently differentiate or evaluate activities, therefore a more able child is not always challenged.

Children are involved in a range of activities that supports their language, mathematical, physical and creative development. Good quality resources such as the book corner, dressing up clothes, hairdressers, construction kits and mark making resources are available to children to support their creativity and imagination.

Children are able to use numbers in everyday context. They name, recognise and order numerals. Some children can count to ten and beyond. They are introduced to early calculation and maths, for example, counting cups at snack time and commenting on shapes within a story book.

Spontaneous activities are supported, for example, children are given disposable cameras and can document their day by taking photographs.

Children's learning with regard to different cultures and the world around them is developing. Acknowledgement of different cultural festivals and traditional days are included within the plans and celebrated, this promotes the children's respect for others. Children are currently learning about Christmas around the world.

Children are not always able to explore real experiences such as weather, creatures in their natural environment and plants as outdoor activities and playtime is restricted.

Helping children make a positive contribution

The provision is good.

Children have an understanding of the needs and feelings of others and gain an insight into world cultures as they celebrate festivals and cultural events that are planned within the curriculum. For example, as the children are learning about Christmas around the world parents from different nationalities are invited in to share their experiences.

Children are able to talk about how they feel and consider the consequences of their actions and how people may feel, as the staff discuss this. The children have contributed to the nursery's rules and have drawn beautiful pictures of themselves displaying their different feelings within their facial expressions.

Children have access to resources such as dressing up clothes, puzzles, dolls, and a selection of books, as the staff have a good understanding of equal opportunities. Posters displayed are used to provide children with diverse and positive images. A system is in place to support any additional needs of a child. The special educational needs co-ordinator is up to date with information and procedures to obtain necessary support for children.

Children learn about many ways of communicating and respect for people's individuality as staff display signs in different languages and Makaton.

Children respond well to the staff's high expectations of behaviour and the adults are very good role models. Children develop self-esteem and respect for others by learning social skills, for example, sharing fruit and taking turns when using the computer. Staff in turn give ample praise and encouragement. Children have formed

friendships and cooperate well with each other at tidy up time.

Children are happy and secure in their surroundings. Children's individual needs are met as there is good communication with parents.

The partnership with parents and carers is good.

Children benefit from a strong emphasis on effective partnerships with parents. Parents are kept informed of events and dates by way of regular newsletters, notices displayed on the parents' notice board. They are invited and welcomed into the nursery by friendly, approachable staff. New parents are encouraged to stay and settle their child.

Informal chats each day between parents and staff allow for the exchange of useful information to help children's progress and development. Records are confidentially stored and available to parents at all times. Parents are supportive of the nursery and have a partnership with parents group, a social event is organised and any issues regarding the nursery are discussed.

Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

Children benefit from being cared for by qualified staff. They feel secure and settled through the use of appropriate staffing ratios and the environment is organised so that they feel comfortable and settled. Effective recruitment and vetting procedures in place ensure that children are well protected and cared for by staff with a knowledge and understanding of child development.

Children's safety, enjoyment, health and achievements are supported by the policies and procedures within the operational plan. Documents to ensure the smooth running of the nursery are maintained and promote the children's welfare, care and learning.

The leadership and management is good.

Children benefit from a team who work well together. Through ongoing staff development and training the children are achieving well. The manager delegates some responsibilities and the staff feel valued. There is a good induction programme and appraisal system in place. Training is positively encouraged and staff feel supported, most are committed to their own personal development.

Children benefit as the manager and deputy are enthusiastic and forward thinking, they are able to identify the nursery's own strengths and weakness and plans are in place that will further develop the nursery. Links with outside agencies and professionals ensure an inclusive environment is promoted.

Overall, the needs of the children are met.

Improvements since the last inspection

Complaints since the last inspection

There have been no complaints made to Ofsted since registration.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure sufficient and appropriate resources are available for children aged 1-2 years
- improve knowledge and understanding of how to promote and support a younger child's learning.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure that children's developmental records clearly show evaluation and differentiation of activities so that more able children are challenged in all areas of learning
- extend the opportunities for children to explore and investigate their natural environment.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk