



## Just Learning Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	251763
<b>Inspection date</b>	03 March 2006
<b>Inspector</b>	Lynda Jean Bullock
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<b>Registered person</b>	Just Learning Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 Ipswich opened in 2001.

It occupies purpose-built premises, in a residential area, on the southern outskirts of Ipswich. It is part of a national chain of nurseries owned by the company Just Learning Ltd.

The nursery consists of 6 rooms for children aged from 8 weeks to 2 years, 2 rooms

for toddlers aged 2 to 3 years and 2 rooms for children aged 3 to 5 years. There is a safe, enclosed garden for outdoor play comprising of patio, grass and safety surfaces. A maximum of 100 children may attend the nursery at any one time. The nursery is open Monday to Friday, from 07:30 until 18:00, for 52 weeks of the year.

There are currently 138 children aged from 8 weeks to under 8 years on roll. Of these, 55 children receive funding for nursery education. Children come from a wide catchment area. The nursery supports a number of children with special educational needs, and also supports children who speak English as an additional language.

The nursery employs 20 childcare staff, of these 14, including the nursery manager, hold appropriate early years qualifications and 2 staff are working towards a qualification in childcare.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children stay healthy because they are cared for in an environment which encourages good health and hygiene practises. Good standards of hygiene throughout the setting ensure children are protected from the spread of infection, for example tables are cleaned before meals with anti-bacterial spray and most staff have current first aid and food hygiene certificates. Children learn the importance of washing their hands before eating and after using the toilet. Older children are beginning to have a good understanding of the importance of putting used tissues in the bin to prevent the spread of germs. Babies are being introduced to good hygiene routines when staff talk to them about cleaning their hands because they are sticky.

Effective nappy changing routines protect young children from cross contamination. Children are protected from illness and infection as the group has a policy about the exclusion of sick children. When a child becomes unwell whilst at the group there are good procedures in place to advise parents or to seek advice or treatment. Children's health is further promoted as staff follow well documented policies and procedures regarding medication and accidents.

Children's need to rest and sleep are met effectively. They have their individual rest and sleep needs met which ensures they have the energy to enjoy and sustain their play and learning. Babies and young children sleep comfortably in cots and on sleep mats. Older children are able to rest on soft seating in the book corner according to their needs.

Children's dietary needs are effectively met with staff working closely with parents. Children with special dietary needs or allergies are well cared. Information is displayed in each room for staff giving excellent details to ensure children receive appropriate care. This is cross referenced to the kitchen for the cook to ensure they are not given any foods they can not have. Children are provided with regular drinks and food which are varied and nutritious promoting their healthy growth and development. Water is readily available to children at all times.

Children's physical health is promoted successfully as they have daily access to both indoor physical activities and outside play areas which helps to develop strong muscles and bodies. They move freely and explore the good range of activities provided. Children are enjoying and showing good levels of balance and coordination when they use the climbing equipment in the outside play areas. They eagerly take part in action songs and rhymes. Children confidently manoeuvre between the spaces and successfully manage to stop before crashing into each other.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a very welcoming and secure environment. Staff are vigilant regarding the management of the entrance doors, ensuring children can not leave the setting unsupervised. Both close circuit monitors and the visitors book help to maintain children's safety. Children are kept generally safe by the appropriate procedures in place. However, not all risk assessments are carried out in every room to ensure children are protected from hazards. Children have a good understanding about keeping themselves safe when staff talk to them about walking inside and picking up toys so others do not trip over them. Some older children have a clear understanding about how to prevent accidents, such as ensuring they sit on chairs.

Children have access to an excellent range of toys and resources which meets their needs in all areas of development. These are easily accessible at child height to ensure children have equal access and gain independence through making appropriate choices.

Children's welfare is effectively safeguarded and promoted as most staff have completed a child protection course and the setting has a policy in place available to parents. Staff have an excellent understanding of their role in child protection and are able to put appropriate procedures into practice when necessary to protect children from harm.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are happy, confident and settled in the nursery. They show a good level of interest in the provided activities and respond to staff who interact well in their play. They enjoy whole group activities where they share stories and songs. Good use is made of the 'Birth to three matters' framework for children under three years old. They are provided with a lot of fun messy play activities such as jelly play.

The quality of teaching and learning is good. Most staff have good knowledge of how children learn and a sound understanding of the early learning goals and the stepping stone to reach them. Children are making good progress towards the early learning goals. A key worker system is in place and staff know the children well. Staff are interested in what children say and do and manage children's behaviour well.

using positive strategies. Staff plan a range of adult-led and free play activities for children to experience. They balance the day to be flexible enabling children to have group times, outside play and pursue their own interests. Good questioning enables children to further explore the activities they are involved with, such as what will happen when adding food colouring to the play dough.

Long, medium and short term plans are in place and refer to the stepping stones. The nursery are updating their planning system to ensure it offers continuous opportunities for children progress to be observed and assessed. Observations are made and transferred to the children's assessment records and are beginning to detail the next steps in a child's learning.

#### Nursery Education.

Children have excellent self-help skills. They are able to manage their own needs such as going to the toilet, putting on their coats and pouring their own drinks. They are developing good relationships with staff and are keen to share their news with them. Children are cooperative and well behaved with staff managing their behaviour positively. They are learning to share and take turns. Children are beginning to be aware of others through themes and festivals such as Chinese New Year and Diwali.

Children are using language effectively to communicate. They are confident to talk to staff, who encourage them to chat about what they are doing and what will happen next, such as when making play dough. Children handle books carefully and older children have a clear understanding of how books work and that words are meaningful. Children are using one handed tools and equipment such as brushes, scissors and play dough cutters to begin to develop writing skills. Some children are beginning to attempt writing for a purpose and write recognisable letters in their names when mark making in role play. Some children show a developing awareness of words that rhyme such as cat and hat.

Children are beginning to say and use number names, such as when counting the number of children present. Some children are able to count to 10 and beyond when making a bead necklace. Some older children are beginning to develop an understanding of the concept of numbers. For example, when asked how many children can play in the water tray at a time, they correctly say two and hold up two fingers. Children have few opportunities to developing their understanding of simple calculating and problem solving of one more or less through the daily routines. Most children are able to recognise and name different shapes and to use mathematical language such as big and small.

Children have regular access to a computer and children's understanding of information communication technology is being developed as they operate the mouse with increasing control. Children are beginning to develop a sense of time and place through the routines of the setting and activities provided, for example, when talking about what happened yesterday at group time and what will happen next. There are some opportunities for children to examine objects and living things closely to encourage their investigation skills, such as the setting's African snails and growing plants.

Children explore colour and correctly name colours. They are beginning to experiment with mixing the colours together and talking about what's happening, such as when painting and making play dough. Children explore different materials in the adult-led craft activities such as junk modelling, cutting and sticking. They have opportunities to express their own ideas when free painting at the easel and building with a range of construction sets. Children's imaginative play is fostered with role play activities such as dressing up, doctors and police role play corners. Children enjoy singing rhymes and ring games.

### **Helping children make a positive contribution**

The provision is good.

All children experience a meaningful range of resources and activities to promote a positive view of the wider world and increase their awareness of diversity and understanding of others. They play with a varying range of toys that represent race, colour and age. Children with special needs benefit from the effective systems in place which ensure that their specific needs are met. For example they have access to a sensory room and have one-to-one support from staff.

Children play together harmoniously and alongside each other, amicably sharing and taking turns with all the resources. They have a good understanding of the group's rules and boundaries, they are aware of the group's routines and know what is expected of them. Older children have been actively involved in developing the rules of the setting and making pictures to represent them, which helps them to manage their own behaviour. They see good role models in the staff that treat each other, the children and the environment with respect. Children's behaviour is very good.

Children show pleasure and pride in what they are doing. For example, children eagerly share with each other their accomplishments when they successfully hop on one foot. Children show their art work to staff who give appropriate praise. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. They are warmly welcomed into the setting by friendly and approachable staff. Parents receive information about the setting in a brochure and can view the policies at any time. Parents can read about the term's topic in the newsletters and the group's curriculum plans are displayed throughout the setting. Children benefit from close relationships built between parents and staff when they verbally exchange information at the end of the day and parents are invited to meetings when they can contribute to their child's assessment records. They, and their children, are supported through the settling in time. Therefore, children's care is enhanced through a good working partnership.

### **Organisation**

The organisation is good.

Children are cared for by a high number of staff who are experienced, well qualified and have a clear understanding of the needs of children. Staff are effectively

deployed to maintain adult to child ratios. All managers are suitably qualified and there is a named deputy with the skill to provide seamless cover when the manager is on leave. Robust induction procedures are in place to ensure all staff are aware of the policies and procedures and are able to implement them. The setting is well-organised to provide for the needs of all children. Children have opportunities within the daily routines, including outside play to develop in all areas of learning. Detailed policies and procedures are in place, ensuring the efficient management of the provision and which promote the welfare, care and learning of children.

The leadership and management is good.

Children benefit from the strong leadership and management of the setting. Staff have clear job descriptions which are used as a basis for appraisal. Good teamwork is developed and systems in place to ensure clear communication takes place between staff and the management team. Training needs are identified and opportunities provided for staff to access relevant courses, thereby enabling staff to continue to develop their knowledge and provide good care for children. The quality of care and education is monitored to ensure strengths and areas for improvement are identified, with staff and management working together to act upon them for the well-being of children.

Overall, the range of children's needs are met.

### **Improvements since the last inspection**

Since the last inspection the setting have made some significant changes to the way rooms are used to ensure staff are not working alone with a group of children for extended periods. For example, in the baby unit they now use the three rooms which are inter-linked, ensuring staff have contact with each other at all times.

Rooms used by the older children now have an intercom system to allow for good communication between the staff.

New registration forms have been introduced which includes parental consent for emergency medical treatment, which is completed when children first join the nursery. Staff have produced a checking system to ensure that all parents including existing parents, have completed a new form. Children are now marked present in the registers in each room by staff as they arrive and leave, ensuring that an accurate record is kept.

Since the last nursery education inspection staff now carry out weekly observations on children, which are used to note each child's development in their assessment files. These files are taken to staff planning meetings to ensure short term plans are adapted to meet individual children's needs, inform forthcoming planning and support children in their next stage of learning.

### **Complaints since the last inspection**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **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 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 risk assessment are carried out thoroughly in all areas to protect children from hazards

#### **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):

- use everyday routines to develop children's mathematical problem solving skills.

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](http://www.ofsted.gov.uk)