



Just Learning Nursery

Inspection report for early years provision

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| Unique Reference Number | EY254577 |
| Inspection date | 24 May 2006 |
| Inspector | Cilla Burdis |
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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 is part of a national childcare company. It opened in 2003 and operates from 10 rooms within purpose built premises at Cobalt Business Park in North Tyneside. A maximum of 110 children may attend the nursery at any one time. The nursery is open each week day from 07.30 until 18.15 all year round.

There are currently 139 children aged from six months to four years on roll. Of these, 29 children receive funding for nursery education. Children come from a wide

catchment area.

The nursery employs 26 staff. There are 20 members of staff, including the manager, who hold appropriate early years qualifications. There are four members of staff who are working towards a recognised early years qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enjoy a wide range of activities that contribute to good health and promote skills, such as climbing and pedalling wheeled toys. The outdoor play areas are welcoming and provide a stimulating environment for the children. The daily routine includes outdoor play sessions, twice daily, for the children. The children are enthusiastic and thoroughly enjoy the time they spend outdoors. Arrangements are made for children to rest and sleep in comfort. Sleeping children are closely monitored and checked regularly. Individual sleep records are maintained. They include details of how the child prefers to go to sleep, for example, a child may like to be patted to sleep.

A healthy lifestyle is promoted well by providing daily opportunities for fresh air and exercise and promoting healthy eating. Staff ensure all toys, resources and the environment are regularly cleaned. Children learn the importance of good hygiene practice as part of the daily routine. Staff enable children to develop independence with regard to personal care in accordance with their age and stage of development. A clear and comprehensive sickness policy is implemented effectively to ensure children are protected from illness and infection. The provider ensures parents have a clear understanding of the policy and their responsibilities in protecting the children. All relevant documentation, including individual health needs, consent forms, accident and medication forms are well maintained and up to date. The majority of staff hold current first aid certificates. This safeguards children's well-being.

Children's individual dietary needs are established before the children attend. Healthy eating is promoted. Meals are freshly prepared by the cook, on the premises. The children are offered a good variety of fresh fruit and vegetables daily. Mealtimes are social occasions. Children's independence is encouraged in accordance with their age and stage of development. The older children serve their own food from dishes set out on the tables. Water is available for children to drink throughout the day.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The nursery is warm, welcoming and well maintained. The rooms are well organised to enable a good range of play opportunities in an environment where children can play safely, freely and independently. Toys and resources are set out effectively and low level storage enables children to make choices and self-select. All toys and resources are good quality, safe, clean and well maintained. Displays of children's

artwork and cultural posters make the rooms attractive and interesting for the children. A stimulating environment is provided for the children where they have fun whilst they learn.

Children's safety is effectively promoted and staff have good levels of awareness with regard to promoting children's safety. Comprehensive risk assessments are undertaken for all areas of the nursery. Staff complete daily safety checks for rooms and outdoors before children are allowed access. Staff are vigilant in ensuring good levels of supervision at all times. Children learn about keeping themselves safe by staff who help develop their understanding of the ground rules for promoting safety. These are reinforced by the sensitive reminders provided. There is an outings policy, which includes clear guidance for staff to promote children's safety on outings.

Children's welfare is safeguarded by staff who have a good understanding of child protection. All staff undertake mandatory training. They have a sound understanding of signs and symptoms to look out for. Any concerns must be shared with senior staff who have a good understanding of the procedures to follow. A clear and detailed child protection policy is shared with parents.

Helping children achieve well and enjoy what they do

The provision is good.

Children are confident and happy in the nursery. The settling in procedures work well. The child's key worker plays an important role in helping children to settle and she works closely with the child's parents. This helps to develop children's feelings of security and trust. Children relate well to staff and develop good friendships. Staff know the children well and are responsive to their individual needs. Children display a sense of belonging and confidently approach staff for cuddles and comfort.

Staff have a good understanding of the Birth to three matters framework, which they use to plan and assess children's activities. The next steps for children's learning, however, are not included. Activities are purposeful and aid children's development. For example, children enjoy physical activities, they explore in the sensory room and they enjoy creative activities. Children have limited opportunities, however, to explore natural items.

Children participate in a good range of adult-led and child-initiated activities. The key worker system works well by enabling staff to provide appropriate levels of support in accordance with children's individual needs. The staff are highly motivated and enthusiastic. They are able to identify the likes and interests of their key children and plan effectively for them. Staff caring for the babies can read the babies' signals very well. As a result, they attend to the babies' needs quickly in order to prevent them from becoming frustrated and upset. Throughout the nursery, children are enthusiastic, excited and eager to learn.

Nursery Education

The quality of teaching and learning is good. This has a positive impact on the progress children make because staff effectively use the stepping stones to clearly

identify children's achievements. Planning and assessments generally monitor and support children's learning effectively, however, they do not identify how the older and more able children can be challenged further.

Children settle well in the pre-school room and show a sense of belonging. They know the routines well and understand their role in seeing routines are followed effectively, for example, washing hands before eating, standing in a line to walk safely outdoors and tidying away toys and activities. The children develop good levels of confidence and self-esteem. Children behave well and understand the codes of behaviour that are expected of them. Children play effectively on their own and with others. They use their imaginations very well during role play when they imitate what they see adults do or draw on their own experiences. Access to writing materials to use during role play would provide more opportunities to play imaginatively and develop mark making skills.

Children are highly motivated and very involved in the activities provided. They are involved in a broad range of activities to support their all-round development. Children confidently contribute ideas and enjoy talking about what they have been doing. They are very interested in listening to stories and respond with ideas and predictions. The more able children have a good understanding of how stories are constructed. They display this as they confidently tell stories to other children. Children develop good levels of concentration, curiosity and interest. They remain focussed on activities for periods of time and are developing good dispositions towards learning. Visitors to the setting extend children's learning experiences, for example, children were invited to design a vehicle. A design was chosen from the children's drawings and the children were shown how these drawings are put onto a computer and tested to see whether the design will work.

Helping children make a positive contribution

The provision is good.

Children are highly valued as individuals. There are effective procedures in place to ensure staff receive good quality information relating to the care needs of each child. All children have a developmental file, which is transferred with the child when they move rooms. Children develop a positive attitude towards others and a good understanding of the wider world. They have access to a range of resources that reflect positive images of the diversity of society and there are visual images displayed around the nursery. Visitors to the nursery extend children's learning and raise their awareness of their local environment.

Children's behaviour is good. They are given lots of praise and encouragement by staff who are good role models. They learn to share and take turns and to consider the needs of other children. Strategies used by staff are age appropriate. The younger children, for example, are distracted and engaged in another activity. The older children are asked to think about what they have done and the effect of their behaviour on others. When appropriate, children are asked if they would like to apologise and some children do this without being prompted.

Partnerships with parents and carers are good. Children benefit from effective

information sharing with parents through newsletters, detailed noticeboards and accessible policies and procedures. There is an excellent range of good quality information displayed for parents. Staff are available to discuss details with parents when they bring and collect their children. Good quality information about the Foundation Stage curriculum is available for parents and it helps them to be involved in their child's learning. Regular questionnaires are given to parents to request their comments on the effectiveness of the nursery. Parents' comments are very positive. Parents compliment staff on the good quality care provided for their children and the effective channels of communication.

The setting fosters children's spiritual, moral, social and cultural development.

Organisation

The organisation is good.

Children are cared for in a well organised environment, which maximises play opportunities for the children. Staff have a clear understanding of their roles and responsibilities. They implement routines effectively to give children a broad range of experiences. Children benefit from well deployed staff, who consistently interact with them and give children effective support and encouragement. This helps develop children's security and confidence. Children's health and safety is promoted effectively as staff attend and update training, including first aid. All documentation is well maintained and up to date.

The leadership and management of the nursery education is good. Staff have attended Foundation Stage training and are involved in planning for the curriculum to help children develop in all areas. The induction procedure is effective in monitoring staff's effectiveness. The monitoring of staff performance continues through regular supervisions and reviews of training needs. The managers have a strong commitment to ensuring the effective monitoring and the continual development of the nursery. Assessment records are updated by key workers who monitor children's achievement and development. Assessment records, however, are not being used to inform future plans by identifying challenges to set for the older and more able children.

The needs of all children who attend are met.

Improvements since the last inspection

At the last Children Act inspection, the setting was asked to maintain floor coverings to avoid potential accidents, to implement procedures for monitoring play on the outdoor climbing frame, to develop strategies to ensure children's comfort, cleanliness and independence at mealtimes and to provide suitable cutlery.

All issues have been addressed. The floor covering has been removed to avoid potential accidents. A risk assessment was undertaken with regard to use of the climbing frame. Procedures have been implemented and staff directly supervise children's activities to ensure children's safety. Before eating lunch, staff remove the

younger children's outer clothes and they eat in their underclothing. The setting has obtained written parental permission to do this. They ensure the temperature of the room is suitable and that the children's comfort is not compromised. Bibs are used to protect children's clothing when eating. The children have a sleep after lunch and are dressed when they awake. Children's independence at mealtimes is promoted in accordance with the child's age and abilities. Staff sit with the children to support and supervise them. The older children are able to serve themselves at the table. Age appropriate cutlery and utensils are provided to support the children's independence.

At the last nursery education inspection there were no significant weaknesses but the setting was asked to consider reviewing children's access to musical instruments to enable them to explore further, different sounds and to give opportunities to tap out simple rhythms and to make some rhythms up themselves. They were also asked to consider the further development of written plans for outdoor play and free play so that they identify specific stepping stones. Also, to develop further, differentiation in written plans for adult-led activities to link directly to appropriate stepping stones.

The setting developed an action plan and has addressed these issues appropriately. Children are able to access musical instruments at any time during sessions. Instruments are also used for planned activities, when children are encouraged to explore sounds and rhythm patterns. As well as using musical instruments for these activities, children also clap or use their bodies to mark out rhythms. Written plans for outdoor play show differentiation by colour coding for different abilities. The colour coding links directly to the stepping stones.

Complaints since the last inspection

A concern was raised against National standard 1 - Suitable person. The provider informed Ofsted of the concern and was asked to submit a detailed report. All the information was reviewed by Ofsted and the provision was found to be complying with the national standards and remains qualified for registration.

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.

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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):

- provide more opportunities for children to access natural items during play

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 the assessments of individual children are used to inform future plans by clearly identifying the challenges to set for the more able children
- provide a variety of opportunities for children to write for different purposes.

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