



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 251763

DfES Number: 548038

INSPECTION DETAILS

Inspection Date 14/12/2004
Inspector Name Hazel Meadows

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Just Learning Ltd
Setting Address Marbled White Drive, Off Ellenbrook Road
Thorington Park, (South West)
Ipswich
Suffolk
IP8 3TL

REGISTERED PROVIDER DETAILS

Name Just Learning Ltd

ORGANISATION DETAILS

Name Just Learning Ltd
Address Marbled White Drive, Off Ellenbrook Road
Thorington Park, (South West)
Ipswich
Suffolk
IP8 3TL

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

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 six rooms for children aged from eight weeks to two years, two rooms for toddlers aged two to three years and two rooms for children aged three to five 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 129 children aged from 8 weeks to under 8 years on roll. Of these, 41 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 23 staff. Eleven of the staff, including the nursery manager, hold appropriate early years qualifications and three staff are working towards a qualification.

How good is the Day Care?

Just Learning Nursery, Ipswich provides good quality care for children.

The nursery is bright and welcoming for children and their parents. Space is well organised to provide an environment that is conducive to children's play and learning. The group is very well equipped with good quality and plentiful resources. Toys and equipment are well presented and easily accessible to the children. Staff plan and provide a broad range of play activities to promote children's development in all areas.

Staff have a good awareness of health and safety issues which they put into practice to ensure the wellbeing of the children. They attend regular training to enhance and update their knowledge and practice. Staffing ratios are maintained, however, at times, staff work alone with groups of children for extended periods. Comprehensive documentation is in place, however vigilance is required with recording children's times of attendance and with completing all parent contract/consent forms.

Staff put their inclusive policy into practice very well. All children are valued and treated with care and respect. Staff provide support and appropriate resources to ensure all children can participate fully in the group and that their particular needs are met effectively. Staff know children well as individuals and are attentive to them, promoting their confidence and self worth. They are calm and consistent in their approach and are positive role models, which promotes positive behaviour with the children.

Staff work in partnership with the parents and form positive relationships with them. Parents are kept well informed of recent and forthcoming changes and events at the nursery via regular newsletters, well presented notices and verbally. A welcome pack is available to parents and they are kept informed of their child's ongoing progress via frequent exchanges of information with their child's key worker plus regular parent evenings.

What has improved since the last inspection?

Since the last inspection all staff have completed CRB disclosures and the manager keeps Ofsted updated with changes and significant events as they occur.

What is being done well?

- The broad range of clean, good quality toys and resources offers the children a stimulating and fun environment. Toys and equipment are well presented and easily accessible enabling children to make their own choices and encouraging their independence.
- Staff plan and provide an interesting and stimulating range of play experiences and opportunities for children of all ages, promoting their all round development. Children enthusiastically participate in many creative and tactile activities and samples of their craft work and photos of some of their fun experiences adorn the nursery walls.
- Staff are skilled and competent with managing children's behaviour. They are calm and consistent in their approach and are positive role models. They offer clear explanations and give children time to think and respond to questions or instructions. They give positive praise and encouragement and are caring and attentive, offering extra reassurance and comfort to any children who are distressed.
- Children are offered a healthy and nutritious range of meals and snacks. All staff are vigilant with regard to children's health and with regard to their special dietary needs, allergies and intolerances, which are well documented

throughout the nursery.

- Positive relationships are established with parents, who are kept well informed of recent and forthcoming events. There is a daily exchange of information between parents and staff regarding each child's progress to ensure continuity and quality of care. Every six months there is a parent open evening. Parents indicate that they are very happy with the care provided and have confidence and trust in the nursery manager and staff.

What needs to be improved?

- recording times of children's arrival and departure
- ensuring all required children's records and parental consents are on the nursery premises
- deployment of staff, to ensure staff do not work alone with groups of children

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	ensure times of children's arrival and departure are always recorded
7	ensure each child's contract, including parental consent for emergency medical treatment, is completed by the parent at the time of placement
13	avoid staff working alone with a group of children for extended periods

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The provision for nursery education at Just Learning Nursery is acceptable and of good quality overall. Children are making generally good progress towards the Early Learning Goals.

The quality of teaching is generally good. Staff have good knowledge and understanding of the Foundation Stage. Planning covers all six areas of learning and adult focussed activities have clear learning objectives. Staff provide a secure learning environment, which is very attractive and welcoming. Good support is given to children with special needs. Children are given clear boundaries and are beginning to understand about appropriate behaviour. Staff make observations and assessments of children's progress, however, full use is not made of these within planning to ensure individual children are supported in moving onto the next stage of learning.

Leadership and management is very good. The manager oversees the day to day running of the nursery. Staff work together as a team and have regular meetings to evaluate sessions, and to plan for the provision of nursery education. Effective procedures are in place to monitor and evaluate the quality of teaching taking place, which includes regular staff appraisals. The management and staff are committed to improving the care and education for children.

Partnership with parents is very good. The setting has an informative welcome pack and parents are currently given information on the Foundation Stage when they register their children at the nursery, however, plans are in place to also include this information within the welcome pack and to loan parents the Sure Start video on the Foundation Stage. Additional information is provided throughout the nursery, being displayed on walls in corridors and playrooms. Information is exchanged informally with parents daily, and parents are given regular formal opportunities to discuss their children's progress with staff.

What is being done well?

- Children's creative development is well fostered, children enjoy art and craft activities, music and a variety of role play situations, both indoors and outside. Small world play using vehicles and animals extends imaginative play and allows children to express their ideas, thoughts and feelings. Children also use a range of materials to communicate their ideas and promote their sensory development using textures, colour, form and shape.
- Children make very good progress in their personal, social and emotional development. They are settled well by staff and become confident in undertaking activities. Children are developing independence in their use of the toilet, serving up their own dinners and pouring drinks.

- Good opportunities are provided to enable children to develop their knowledge of technology with a variety of toys and equipment which they are learning to operate e.g. computer, printer, tape player, tills and telephones.
- Children are being encouraged to use mathematics in many ways They count confidently and are learning to problem solve and calculate when taking part in everyday play activities, singing action songs and through staff questioning.
- Staff make good use of the premises and resources, providing a varied choice of worthwhile play opportunities and activities for children, both indoors and outside. Sessions are well paced with the emphasis on free flow play for most of the time, giving children plenty of opportunity to make decisions.

What needs to be improved?

- the use of observations and assessments within planning.

What has improved since the last inspection?

Not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are well settled and secure; they speak in front of others with developing confidence. They are beginning to show good levels of concentration and they learn to share and take turns. Children are learning about rules and codes of behaviour and staff explain these to help children understand. Children are developing good independence skills e.g. toileting, washing hands, serving own dinners and drinks. Children learn about their own beliefs and those of others through topics.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are beginning to use language well, joining in with songs and rhymes and have good opportunities to link sounds with letters. There are examples of print around the room. Books are well displayed in a comfortable area and children handle them carefully. Their listening skills are developing well e.g. when listening to stories and instructions. Children have opportunities to make marks in a variety of different play situations e.g. role play, painting, foam, sand and outside play.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children have many opportunities to count and use number throughout the sessions and demonstrate they can count and relate numbers to objects. Children have opportunities to learn about more and less than, and activities are planned for simple calculating and problem solving e.g. water play and sand play. Children recognise large and small showing understanding of size. They are able to recognise and name simple shapes. Children use positional language during play, such as in, over, and under.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have opportunities to explore and investigate different objects and materials and learn about change over time by growing plants from seeds. They design and make models with different kits and junk. Children are developing a sense of time discussing past events and looking at seasons. They learn about their environment by visitors to the setting e.g. oral hygienist. Planned topics enable them to learn about other cultures e.g. Africa and China.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children have opportunities to use a range of different equipment to develop their physical skills and are encouraged to move using a range of different body parts during planned activities. Children are developing an awareness of space and others around them. They have opportunities to learn about health and body awareness and are provided with healthy meals and snacks. Children use a range of small and large equipment confidently and handle writing implements with increasing control.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children have opportunities to explore different media and materials, paint, dough, sand, foam and construction kits. Children sing simple songs in a group and enjoy participating. They are encouraged to use their imagination in a variety of role play situations and musical activities. Children use their senses throughout different activities e.g. cooking, bug hunting, foam play and finger painting. Their work is displayed showing that it is valued and appreciated.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- make full use of the observations and assessments within planning to ensure individual children are supported in moving onto their next stage of learning

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.