



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 110039

DfES Number: 538580

INSPECTION DETAILS

Inspection Date 03/03/2004
Inspector Name Lynne Elizabeth Lewington

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Just Learning Nursery
Setting Address The Crescent, Aldermaston Road
Basingstoke
Hampshire
RG24 9NJ

REGISTERED PROVIDER DETAILS

Name JUST LEARNING NURSERY LTD

ORGANISATION DETAILS

Name JUST LEARNING NURSERY LTD
Address 45 High Street
West Malling
Kent
ME19 6QH

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 opened in 1992. The nursery is part of a national chain of nurseries. It operates from 10 rooms in purpose built premises in the grounds of Basingstoke Hospital. There is access to secure gardens for outside play. The nursery serves a large area of the community.

There are currently 136 children under 5 years roll. This includes 41 funded 3 year olds and 4 year olds. Children attend for a variety of sessions. They support children with special needs and the nursery currently have no children who speak English as an additional language attending.

The nursery opens five days a week all year round, from 07.30 to 18.00.

Twenty eight staff work with the children. Staff have early years qualifications, including National Nursery Examination Board certificate and National Vocational Qualification Level 2 and 3. The setting receives support from the Early Years Development Childcare Partnership (EYDCP).

How good is the Day Care?

Just Learning Nursery provides good quality care for children. They offer a warm and welcoming environment for children and parents. The staff team and management work well together to provide a caring and stimulating environment. Documentation is well maintained and easily accessed by staff. Equipment is good quality and well maintained.

The staff know the children well and take account of individual needs. Attention is paid to special dietary needs and allergies. Children are offered fresh food that is prepared and cooked on the premises every day. Good hygiene practices are not always followed at tooth cleaning time and with regard to removing outdoor shoes.

Risk assessments are undertaken daily. Staff are aware of signs and symptoms of abuse and the action they would need to take if concerned.

There are consistent routines for sleeping, play and eating. Plans are clear and available for all ages of children ensuring they have opportunities to undertake a variety of activities to develop their skills. The youngest children do not have opportunities to develop their physical abilities of pulling themselves upright and moving along domestic furniture. Opportunities to use outside play space are planned every day for all ages, ensuring the children have fresh air and physical activity. Staff are calm and consistent role models and consequently children behave well.

There is a good relationship with parents and carers. Policies are clear and well written. Regular newsletters keep parents informed about the nursery topics and other relevant information. Parents are informed daily of children's eating and toilet routines.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Children are confident and interact well with their peers and adults present. They greet each other, ask questions and listen to answers.
- The nursery has a large selection of well maintained toys and equipment, which encourages children's development and ensures they have appropriate challenges.
- A well planned and maintained outside area is available for each age group enabling the children to have fresh air and physical exercise daily.
- Staff are all caring role models for the children, they are consistent in their approach to behaviour and consequently children behave well.
- The nursery places a high level of importance on partnership with parents and ensures that parents are kept informed of their child's progress and any changes which may affect their child.

What needs to be improved?

- access to domestic type furniture to assist young children in developing mobility and to continue normal life experience
- hygiene, outdoor shoes are worn all day treading dirt into play environment and carpets
- supervision of children whilst teeth cleaning to ensure they use toothbrushes appropriately.

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
7	Ensure tooth cleaning routine is hygienic
7	Encourage children to wear suitable indoor footwear.

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. Children are making generally good progress towards the early learning goals. Progress in physical development and creative development is very good. The children have daily opportunities for outside activity including climbing, throwing and kicking balls and riding trikes. A weekly stretch and grow activity session increases their awareness of their bodies in a fun and imaginative way. Children enjoy role play, acting out life experiences. They are well mannered, use books well, show an awareness of numbers and quantity, talk about their families and past events.

Teaching is generally good. Staff support the children well, praising, encouraging and taking a personal interest in each child. Planning, assessment and observation are used effectively to ensure individual children's learning is extended.

Opportunities are missed to consolidate learning in mathematical development, communication, language and literacy, and knowledge and understanding of the world. Opportunities are missed to develop children's social skills.

Leadership and management is generally good. Staff are encouraged to undertake relevant training and yearly appraisals are undertaken. Clear policies and procedures are in place and made easily available to staff and parents. An effective induction process is used with new staff. Staff deployment does not always ensure children have the same opportunities in each room.

Partnership with parents is generally good. Parents are kept well informed of their child's progress. Plans are clearly displayed informing of current activities and themes. An informative newsletter is sent home regularly. Information for parents on how to consolidate their children's learning is not offered.

What is being done well?

- Staff establish good relationships with parents and children, consequently the children relate confidently with adults and children. They are developing independence skills and work independently at a variety of activities.
- Children enjoy books and reading resources, they confidently use the tape recorder to listen to stories, they ask adults to read to them, listen to stories and independently look at books.
- Children are adept in their physical skills with good opportunities for spontaneous and planned activities both indoors and out. They confidently climb, slide, go under, over and through the climbing frame.
- Children act out life events in role play. They make appointments, examine patients and ask appropriate questions when playing doctors.

- Children are enthusiastic and confident in undertaking new activities. They ask what to do, watch examples and are keen to try. The adult threw the ball, it disappeared and then rolled into sight, children guessed where it would appear and repeated the action.

What needs to be improved?

- opportunities for children to develop independence and social skills at snack time, pouring drinks and giving out food
- the use of time between activities to ensure it is used beneficially for counting, book use, singing or sharing news and knowledge
- some staff's ability to recognise the learning opportunities in every activity, using vocabulary, counting and knowledge of the world
- deployment of staff to ensure each room experiences the same learning opportunities
- information for parents regarding how they can consolidate children's learning at home; activities to undertake with their child to support the current topic.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident and relate well to adults, children and visitors. They smile and say hello and show an awareness of good manners, using please, thank you and excuse me without prompting. Children ask questions and eagerly take part in activities demonstrating good concentration skills. They show personal independence with toileting but opportunities are missed to develop independence at snack and meal times.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children initiate conversations with adults and listen to responses. Children show an understanding of how to use books, holding correctly and turning pages. They use story tapes and books and ask adults to read books to them. Children act out life experiences and use paper and pens to make appropriate notes. Some children write their own names and they are beginning to recognise the sound of letters. Opportunities to consolidate learning is often missed.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Some children confidently count up to 10 and recognise the numerals up to nine when completing puzzles and counting bricks. Children show some knowledge of positional language when they are building and they know the names of shapes. One to one activities with the key workers provides opportunities to develop mathematical skills, however, adults miss opportunities to reinforce counting and simple calculations in everyday activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are confident in their design and making skills using a wide range of recycled, malleable and construction materials. Some children talk openly about their families and past and present events, recalling birthdays and happy events. Children confidently use the computer, tape player, scales, telephone and keyboard in their play. Visual and tactile items are not used to reinforce children's learning.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children access a good range of physical activities both indoors and out. They confidently use the climbing frame travelling over, under and through, they use scooters, ride trikes and throw and kick balls. Stretch and grow increases their awareness of their own bodies as they exercise in a fun structured way. They talk about feeling hot and cold, tired and out of breath. Children demonstrate fine motor skills as they competently use pens, brushes, scissors and glue sticks.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children's imagination is stimulated with a range of resources to develop their ideas and promote spontaneous play situations. They act as the doctor in his surgery using equipment, and making notes. Children respond enthusiastically to new experiences and some are able to express thoughts and feelings. They dance and sing in spontaneous and planned music and movement sessions.

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

- improve opportunities for children to further develop independence skills at meal and snack times
- improve all staff's understanding of recognising learning opportunities in all activities using vocabulary, counting and knowledge of the world
- provide information for parents about how they can consolidate their child's learning at home.

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.