



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 155097

DfES Number: 533334

INSPECTION DETAILS

Inspection Date 26/05/2004
Inspector Name Shawleene Campbell

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Just Learning Nursery - Sutton Road
Setting Address 20 Sutton Road
Walthamstow
London
E17 5QA

REGISTERED PROVIDER DETAILS

Name Just Learning Limited 02809756

ORGANISATION DETAILS

Name Just Learning Limited
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 1999. It operates full day care for children aged 6 months to 5 years.

The nursery is open each day between 07:00 to 19:00 for 52 weeks of the year.

Currently 107 children attend the nursery throughout the week. They are drawn from a wide catchment area as most of their parents travel to work into the City of London. Their hours of attendance vary to suit the working hours of their parents. The provision supports children who speak English as an additional language, and children with special needs. There are 33 children who receive funding for nursery education; 24 are 3 year olds and 9 are 4 year olds.

The nursery is located in a purpose built building in Higham Hill Walthamstow. The children are organised into 10 playrooms. All children share access to a large outdoor play area.

There are 28 staff who work within the nursery. All staff hold, or are working towards either the Diploma in Nursery Nursing (NNEB), or the National Vocational Qualification (NVQ) level 2 or 3. Staff receive support from an advisory teacher from the Waltham Forest Early Years Development and Childcare Partnership (EYDCP)

How good is the Day Care?

Just Learning Nursery provides good care for children.

The staff work well as a team. There are frequent opportunities for staff to attend in-house and external training. The premises are warm and welcoming for children and their parents. Children and parents are greeted on their arrival, and the setting is bright, colourful and child centred. This allows children to feel welcome and valued. The children engage in a good range of activities that are developmentally appropriate and provide sufficient challenge in all areas of their development. There

are frequent opportunities for children to play outdoors and engage in creative and cooking activities. This encourages interest, new experiences and good interaction with their peers.

The staff has a strong commitment to health and safety, which is also incorporated into the children's daily routine. This offers children a safe environment and encourages opportunities to be independent. However the required improvement to the procedures for carrying out and recording risk assessments of areas used by children has still to be addressed.

The staff have a sound understanding of the group's policies and procedures, which are regularly reviewed, and are shared fully with parents and carers. This provides opportunities for parents to have an understanding of the organisation of the nursery. Though the procedures for recording all complaints needs improvement.

The staff have good relationships with parents and carers and continually seek positive approaches to developing working in partnership. Information about children's development is shared on a regular basis both verbally and in writing. This gives both parents and carers a firm understanding of children's development. The recording of administered medication and parental permission needs development.

What has improved since the last inspection?

At the last inspection, the provider agreed to provide resources that encourage children to use their imagination and social relationships; ensure children under two years have access to appropriate play resources; provide a range of resources that promote positive images. This has now been addressed. The named first aiders are clearly displayed. The staff is fully aware of the group's child protection policy and their role in protecting children.

What is being done well?

- There is a varied range of stimulating activities on offer, which includes creative and cooking activities. The staff listen and talk to children and play with the children on their level. The children are well behaved and respond well to their carers.
- There are effective procedures in place to record younger children's progress. Daily reports includes daily food intake, I played with today etc, which is given to parents at the end of the day.
- The children are grouped according to their age, and the key worker system allows staff to have a good understanding of their key children's development and individual needs.

What needs to be improved?

- the procedures for recording all complaints.

- the procedures for carrying out and recording risk assessments.
- the procedures for recording and obtaining parental permission for the administration of medication.

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
6	Conduct a risk assessment on the premises identifying actions to be taken to minimize identified risks of the areas used by children.
7	Keep a written record, signed by parents, of medicines given to children.
12	Make sure all complaints are recorded including the nature of the complaint, the action taken initially, the person responsible for investigating, the time scale and review of the effectiveness of the action taken.

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 good. It enables children to make very good progress towards the early learning goals in their personal, social and emotional, knowledge and understanding of the world and physical development and generally good progress in all other areas of learning.

Teaching is generally good. Staff have good knowledge of the foundation stage and the early learning goals. They use a variety of teaching methods to promote children's curiosity and learning. There is a good balance between group time and free play. However, sometimes learning opportunities are missed to encourage children to develop their interest in books or to practice mathematical problem solving in daily routines. The opportunities for children to express their own ideas in individual art work is limited. The system for the assessment, planning and evaluation of children's progress is under review, and how to improve this is being considered.

Leadership and management is generally good. The manager is newly appointed and places a high importance on developing a highly motivated staff team. She has a sound knowledge of how children learn through play and has promoted this within the nursery. Staff are committed to extend their learning through training which is supported by the organisation. Regular monitoring of staff practice is carried out. However, consistency within staff recruitment, practice and procedures overall is yet to be achieved throughout the setting.

Partnership with parents is generally good. Information and daily plans are displayed and ways of involving parents in activities has been introduced. Parents have the opportunity to exchange information about their children with staff. However, parents do not meet with their child's key worker for regular discussion about children's progress.

What is being done well?

- Promotes all aspects of children's personal, social and emotional development. The children are confident, independent and well behaved.
- Provision for knowledge and understanding of the world is very good, children handle and discuss a variety of objects. They have opportunities to plant seeds, discuss the planets and learn about the natural world around them.
- Physical development is planned well and children have regular opportunities to climb, balance and swing. They learn how their bodies work and what to eat to stay healthy.

What needs to be improved?

- the book area to increase children's interest in books for the enjoyment of stories
- opportunities for children to practice their problem solving skills
- provision for art and craft materials to encourage children to express their ideas and individuality
- systems for assessment, planning and evaluation.

What has improved since the last inspection?

This is the settings first inspection

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children are well behaved and confident individuals. Staff are enthusiastic and welcoming and this enables children to be confident to try new activities. They value the children's ideas, listen attentively and respond to their suggestions. The children understand they need to take turns, share and work to agreed codes, they are developing a growing understanding of right and wrong. They show care and consideration for each other.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children talk confidently, sharing their ideas and experiences and making their needs known. They enjoy listening to stories at group times and there are a good range of fiction and non-fiction books. The children make reference to the letters in their names and their sounds. Many of the older children can write the letters of their name. The books area is used infrequently and books are not regularly read to children.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Many children can count up to ten and they are developing an awareness of concepts of weight, size and shape. They compare quantities and sort and match objects in the activities planned each day. Children discuss halves and quarters and whole when cutting the apple for snack time. However there are insufficient opportunities for the children to practice problem solving and to do simple calculation in daily routines.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children use a variety of resources to develop their awareness of the world around them. They plant and watch seeds grow. They explore themes about the solar system and the planets and are very interested to discuss the fact that 'we live on the earth'. Children build and construct rockets, and planets by using a variety of recycled materials. They have regular access to computer technology and enjoy collecting worms for a wormery.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children use a variety of equipment both in and outdoors, which promotes and develops skills such as throwing, catching, balancing and climbing. They are confident movers and demonstrate a good understanding of spatial awareness. They are taught the importance of good hygiene and how to keep their bodies healthy. Children use tools malleable materials with increasing skill.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children are able to participate in a variety of activities and resources to explore colour, texture, shape, space and form in two and three dimensions. They respond in a variety of ways to what they see, hear and touch. Children have regular opportunities to use musical instruments and to dance to taped music. Children enjoy singing rhymes and songs. The opportunities for self-expression through free art work is less well fostered.

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

- Provide more practical opportunities for children to develop their mathematical knowledge in calculation and the ability to solve problems.
- Make the book corner more attractive to children both physically and by staff spending time there.
- Continue to develop planning, recording and assessment, linked to the early learning goals, to ensure that each child is provided with opportunities to support their progress and 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.