



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 220266

DfES Number: 546989

INSPECTION DETAILS

Inspection Date 18/02/2003
Inspector Name Jan Clarke-Potter

SETTING DETAILS

Day Care Type
Setting Name Just Learning Day Nursery
Setting Address Enstone Court
Wellingborough
Northamptonshire
NN8 2DN

REGISTERED PROVIDER DETAILS

Name

ORGANISATION DETAILS

Name Just Learning Ltd.
Address Just Learning Day Nursery
Enstone Court
Wellingborough
Northamptonshire
NN8 2DR

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public 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

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

How effective is the nursery education?

Just Learning Nursery offers a very good educational programme in a bright and friendly environment. Effective planning and teaching help children make very good progress towards the early learning goals.

The quality of teaching is very good. Enthusiastic staff work harmoniously as a team and provide a stimulating and balanced range of activities to promote learning. Staff use resources well and present activities in an exciting way. Teaching is particularly good in the areas of personal, social and emotional development and communication, language and literacy. Staff skillfully engage children in conversation, ask them open ended questions and foster their self esteem.

The system to identify and support children with special needs is generally good. The lead person works in a different area of the nursery and the manager is very aware of how important it is that time is allocated to ensure all nursery staff are kept up to date with the process used to identify special educational needs.

Leadership and management of the setting is very good. The manager has strategies in place to ensure that good early years practice is shared and areas for development are identified and addressed. Her decision to appoint an early years teacher to advise and support the pre-school staff has had a very positive effect on the quality of the nursery education provided.

The partnership with parents and carers is very good. Each child is allocated a key worker and they regularly share information with parents about their child's progress. Good written information about the foundation stage curriculum is provided and parents evenings give parents, grandparents and carers the opportunity to discuss their children's progress with staff and look at their records in a relaxed atmosphere.

What is being done well?

- Children's personal, social and emotional development is very good. Children are confident and interested in the activities on offer. Staff's management of children and their behaviour is excellent.
- The exciting curriculum is planned around the stepping stones and early learning goals and offers an excellent range of activities which engage and maintain children's interest and efforts. Staff use space and resources very effectively to develop and extend children's learning.
- The leadership of the setting is very good and there is an enthusiastic pre-school staff team.
- Parents are provided with good quality, detailed information about the foundation stage curriculum and have regular opportunities to discuss their children's progress with pre-school staff.

What needs to be improved?

- the development of existing good practice to ensure that newly appointed pre-school staff increase their knowledge and reinforce their understanding of the stepping stones and early learning goals.
- the development of existing good practice within the area of special needs to make sure that all pre-school staff are familiar with the process used to identify special educational needs.

What has improved since the last inspection?

The nursery has made very good progress since the last inspection and the action plan drawn up by staff to address the previous key issues has been fully implemented. An early years teacher has been employed to advise and support staff with regard to the foundation stage curriculum. This has improved the quality of teaching. Staff have attended, and some continue to attend, training related to the six areas of learning. This has extended their knowledge, increased their understanding and had a positive impact on their teaching and on children's learning.

Music now receives a higher profile within the planned curriculum. Staff have attended training in how to develop children's creativity and imagination through music. A music teacher visits the nursery regularly to work with the staff and children. Improvements in this area have had a very positive impact on the teaching and on children's learning.

Planning has been improved to ensure activities are suitable for the whole age range and that they are extended for the older and more able children. Staff have received training on how to extend children's thinking and learning through effective open ended questioning and this again has had a very positive impact on children's learning. Topics and activities are now linked to the stepping stones and early learning goals.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are very confident. They happily try new activities, initiate ideas and speak in a familiar group. Children have a very good awareness of the boundaries set and the behavioural expectations within the setting. Children are very independent within the pre-school environment and show confidence in linking up with peers and staff for support and guidance.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children develop good spoken language. They learn to negotiate, express their feelings and needs and they enthusiastically engage in conversation with peers and adults. Children use language for thinking. They listen very attentively to stories and answer predictive questions. They respond energetically to songs and rhymes. Children participate in a variety of activities that enable them to practise their writing skills.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children recognise and use numbers to solve simple mathematical problems in everyday situations. They develop their mathematical skills during activities such as role play, song times and snack times. They show curiosity and good observation when talking about shapes. They confidently compare similarities and match everyday objects. Children develop a good understanding of addition and subtraction by participating in interesting small group activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children develop a good sense of time and place from participation in topics and activities relating to themselves, their environment and other living things. Children construct with a purpose in mind using a variety of natural and man-made resources. Children develop technological skills and some complete simple programs on the computer.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move spontaneously and safely during large apparatus play. They make positive use of a well equipped outdoor area and show a good awareness of themselves and others. Through discussions with staff after outdoor play children learn about the effect that activity has on their bodies. Children understand that good practices with regard to eating and hygiene can contribute to good health. Children confidently use tools and equipment.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children enthusiastically explore and learn about sound, sing simple songs and movement to music. They explore colour, texture and shape through a variety of media. During role play children play co-operatively and imaginatively engaging in the same theme. Children enjoy talking about their personal intentions and describing what they are trying to create.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- Points for consideration :
- ensure that the good practice already in place is maintained, continue to provide opportunities for newly appointed pre-school staff to increase their knowledge and reinforce their understanding of the stepping stones and early learning goals.
- continue to develop existing good practice within the area of special needs to make sure all pre-school staff are familiar with the process used to identify special educational needs.

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.