



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 403955

DfES Number: 530247

### INSPECTION DETAILS

Inspection Date 05/01/2004  
Inspector Name Julie Washer

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Just Learning Nursery  
Setting Address Howard Road  
Chafford Hundred  
Grays  
Essex  
RM16 6YJ

### REGISTERED PROVIDER DETAILS

Name Just Learning Ltd

### ORGANISATION DETAILS

Name Just Learning Ltd  
Address Howard Road  
Chafford Hundred  
Grays  
Essex  
RM16 6YJ

## 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 December 1998. It operates from 9 rooms in purpose built premises adjacent to a health and fitness centre in Chafford Hundred. The nursery serves the local area.

There are currently 142 children from 6 weeks to under 5 years on roll. This includes 31 funded 3 year olds and 11 funded 4 year olds. Children attend for a variety of sessions. The setting currently supports children with special needs and there are no children attending who speak English as an additional language at present.

The group opens 5 days a week all year round. Sessions are from 07:00 until 18:30.

There are 32 staff who work with the children including 2 cooks and an administrator. There are 19 staff who have early years qualifications, and 6 staff who are currently on training programmes. The setting receives support from a qualified early years teacher.

### How good is the Day Care?

Just Learning Nursery provides satisfactory care for children.

The setting offers a secure and comfortable environment for children where they can play and learn. The nursery is organised to ensure that staff work directly with the children. The provision is warm and welcoming for children and parents and staff provide children with a stimulating and interesting range of activities. However, the manager is aware of the need to extend the range of resources.

Staff spend time playing and talking to the children. They frequently praise and encourage them on their achievements and have good relationships with them. They demonstrate an awareness of the need to maintain a safe environment and the staff are aware of the importance of making sure good hygiene procedures are in place. They are actively seeking advice at the present time regarding an issue relating to nappy changing procedures.

Staff have annual appraisals and are committed to developing their knowledge and understanding of their childcare practice. The manager ensures that staff's training needs are regularly reviewed. Staff work well together as a team and are aware of their roles and responsibilities.

Partnership with parents is good. Parents are welcomed by a friendly approachable staff team. Newsletters, notice boards and written policies keep them well informed about the provision and areas of their child's learning. Daily communication between staff and parents ensures that they regularly share information concerning the children. Some written documentation requires updating.

### **What has improved since the last inspection?**

Since the last inspection the nursery agreed to ensure that staff working with children are vetted and deployed effectively; that nappy changing facilities are provided which meet environmental health standards and that the premises and outside play area are secure. They agreed to ensure that children under 2 years, when in high or low chairs are restrained in safety harnesses and that babies are held whilst bottle feeding, preferably by the same carer.

The manager confirmed that all senior staff have completed health checks. 28 staff out of 32 have been CRB cleared and 4 are awaiting clearance. The manager and deputy are supernumerary and during the inspection adequate supervision was observed. Nappy changing facilities which meet environmental health standards have not been met, the manager is currently seeking advice. High bolts are in place on the gates in the outside play area. Children are restrained in safety harnesses and lap straps when in high chairs or low chairs. The manager confirmed that babies are always held whilst being bottle fed, preferably by the same carer.

### **What is being done well?**

- Effective procedures are in place for ensuring that staff's training needs are met.
- Children are involved in a stimulating range and balance of interesting activities which help them to make progress in all areas of their development.
- Staff frequently change the wall displays which are colourful and incorporate the children's own work.
- Behaviour is good. Children are supported well by staff who give frequent praise and encouragement.

### **What needs to be improved?**

- the system for recording arrival and departure times of children and staff
- the range of resources for children aged 0 to 5 years
- procedures to extend the risk assessment

- procedures to ensure good hygiene practice is in place.

### Outcome of the inspection

Satisfactory

### 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 must take the following actions by the date shown

Std	Action	Date
7	Ensure good hygiene procedures are in place regarding the serving of food, nappy changing and toileting.	08/02/2004

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

Std	Recommendation
5	Extend the range of resources for children aged 0 to 5 years.
6	Extend the risk assessment.
14	Make sure the registration system includes arrival and departure times of staff and children.

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

### How effective is the nursery education?

The provision of nursery education at Just Learning is of good quality overall. Children are making very good progress in personal, social and emotional development and generally good progress in the other five areas of learning.

Teaching is generally good. Friendly staff have a good understanding of the Foundation Stage and provide children with an interesting range of activities. However, the use of assessments of children's progress and the evaluation of activities to guide and inform planning is limited. Colourful wall displays include pieces of the children's work, and the role play area is changed regularly. Staff interact effectively with the children and they offer frequent praise and encouragement. They engage in the children's play and involve themselves in conversations. They ask the children questions which enables the children to recall past events in their own lives.

Children with special needs are supported well. There are no children attending with English as an additional language.

Leadership and management is generally good. Adequate appraisal and induction systems are in place and staff are keen to attend training.

Partnership with parents is generally good. Parents are kept well informed about the provision. They are provided with clear information on the areas of children's learning and are made aware of their child's progress. They are welcomed into the setting to talk to their key worker and to attend parents evenings.

### What is being done well?

- Children's personal, social and emotional development is very good. The staff are skilled at helping children become confident, independent and develop good concentration skills.
- Relationships are excellent. Staff interact effectively with the children and engage them in lots of conversation.
- Children's behaviour is exemplary and they relate well to the clear direction and frequent praise offered by staff.

### What needs to be improved?

- activities and experiences which challenge the more older and able children within the programmes for communication, language and literacy, mathematical development and physical development
- the organisation of resources, to allow children to operate independently

within the programmes of knowledge and understanding of the world and creative development

- the planning, to detail activities and learning intentions and the use of children's assessments to be used to inform future planning.

### **What has improved since the last inspection?**

The setting has made limited improvement since the last inspection. Resources have been provided for children to use for their own purpose during structured activities. However, during this inspection children helped themselves to toys but were asked to put them away again whilst waiting for adults to prepare the next activity.

Staff have provided resources and have planned activities for children to associate sounds with rhymes, syllables and words.

Some multicultural resources have been provided, although the majority are stored outside of the classrooms and are used on a shared basis. Staff are aware of the need for resources to be continuously accessible to children. More resources are currently on order.

The programme now includes activities to enable children to explore features of made objects and to question why things happen and how things work. These include a remote controlled car, cooking, body movements, personal tape recorders and constructing various models.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and make choices for themselves from the activities on offer. Older children have excellent concentration skills and they play well together with each other and staff. Children have effective self care skills and enjoy talking about themselves and their families. They join in playing games and are good at turn taking. They have a clear understanding of the boundaries of the group, respond well to staff and behave appropriately.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's language skills are good. They involve themselves in conversation in both real and imaginary situations. They join in singing songs and using actions. They freely access reading and writing materials and refer to reference books as they examine bugs through magnifying glasses. They join in playing I spy and frequently link sounds to letters. Children make sound attempts to use handwriting and they write their own names. There are missed opportunities for older children at story times.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count reliably and they recognise numerals as they play with the small world toys. They join in with singing number songs and rhymes, and they count and calculate through planned activities. They match pictures as they play snap and they make patterns printing with shaped cutters. They frequently use words such as bigger and smaller and they compare as they make graphs. There are some missed opportunities to consolidate mathematical learning during daily routines.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children investigate a range of materials and they mix colours in their art work. They carefully look at living things, plant flowers and learn about life cycles. They make models as directed by adults, but have limited opportunities to build and construct independently with a wider range of resources. Children learn about time and the local environment. They experience other cultures as they celebrate festivals and write languages. Both technology and equal opportunity resources are limited.

**PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Children move confidently and imaginatively as they pretend to be aeroplanes in the outside play area. They demonstrate an awareness of space for themselves and each other within the classroom. They learn about healthy eating and of the effects of exercise on the body. They use a variety of small tools and malleable materials with increasing control. Children run, balance and use wheeled toys, although there are limited opportunities for older children to develop their large muscle movements.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children explore colour, shape and texture through planned activities. They enjoy singing songs and respond to music as they play musical bumps. They use their imagination as they take part in role play and pretend to be animals. Children use their senses as they smell, feel, listen and taste in the interesting activities provided. They are unable to independently express their ideas through art and craft work in spontaneous play.

**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 the activities and experiences which challenge the older and more able children within the programmes for physical development, communication, language and literacy and mathematical development
- organise resources to enable children to operate independently within the programmes of knowledge and understanding of the world and creative development
- improve the planning systems to detail activities and to include learning intentions and ensure that children's assessments are used to inform future planning.

*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.*