



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 305957

DfES Number: 580225

### INSPECTION DETAILS

Inspection Date 27/04/2004  
Inspector Name Ann Coggin

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Just Learning Day Nursery  
Setting Address Myton Road  
Ingleby Barwick  
Stockton-On-Tees  
TS17 0WA

### REGISTERED PROVIDER DETAILS

Name Just Learning Ltd 2809756

### ORGANISATION DETAILS

Name Just Learning Ltd  
Address Just Learning Ltd  
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 Day Nursery has been registered since January 1997. It is located in a purpose built ground floor building situated in the Ingleby Barwick area of Stockton on Tees. It serves the local and surrounding area. The nursery operates from 10 activity rooms and has a secure outdoor play area.

The nursery is registered to provide full day care. There are currently 166 children on roll aged from 4 months to 8 years. This includes 13 funded three year olds and 9 funded four year olds. There are children attending with special needs and four children who have English as an additional language.

The nursery is open five days a week excluding bank holidays. Sessions are from 07:30 to 18:00. Children attend for a variety of sessions.

There are 21 full time and 3 part time staff working with the children plus a cleaner, a cook and a kitchen assistant. There are 24 members of staff who have either level 2 or level 3 qualifications and there are currently 2 staff on training programmes.

The nursery receives support from the Early Years and Childcare Development Partnership.(EYDCP) The nursery has recently been awarded the national Day Nurseries Association Quality Counts Kite- mark.

### How good is the Day Care?

Just Learning Day Nursery provides good quality care for children. Staff work well together as a team to provide a warm and welcoming environment for children and their parents. Clear policies are in place to ensure the smooth running of the nursery and children are cared for in a safe and stimulating setting. All staff have childcare qualifications and are experienced in working with children. Staff and management are committed to furthering their knowledge through attending various training programmes.

Risk assessments are regularly undertaken to ensure children's safety both inside

and outside the nursery. Staff encourage good hygiene practices and positive steps are taken to prevent the spread of infection. Children are provided with healthy and nutritious meals and snacks which are prepared on the premises by a cook. Children's individual feeding and sleeping routines are respected. Staff have a good understanding of child protection and positive steps are taken to promote the development of children with special needs.

Children are provided with a good range of play opportunities which enhance support all areas of development. Activities are exciting and stimulating and provide sufficient challenge to meet the needs of all children. There is a good range of toys and resources available. However the range which promote positive images of diversity is limited. Staff meet children's individual needs well and positive interaction encourages children's self esteem. Children are well behaved and staff promote and encourage positive behaviour.

Good relationships have been established with parents to ensure the children receive quality care. Parents are made to feel welcome and are encouraged to share information regarding their child and to be involved in their learning. They receive good information about the setting and the settings policies and procedures.

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

not applicable

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

- Good relationships have been established with parents. They are kept fully informed of their child's progress and they are actively encouraged to be involved in their child's learning.
- There are comprehensive policies and procedures in place to ensure the smooth running of the nursery and children's safety at all times.
- Trusting relationships have been built between staff and the children and children's individual needs are met well. Positive interaction was observed throughout the nursery.
- Staff take positive steps to promote the welfare and development of children with special needs. They are valued and included in all activities.
- There is a good range of play materials available both indoors and outdoors which enhance all areas of development. Activities are interesting and stimulating and appropriate to the ages of the children.

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

- documentation to include written permission to seek emergency treatment
- resources which reflect diversity

**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	Request written permission from all parents to seek emergency medical advice or treatment.
9	Ensure that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice.

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

### How effective is the nursery education?

Just Learning Day Nursery provides a relaxed and caring environment in which children make generally good progress towards the early learning goals in most areas of learning. They make very good progress in personal, social and emotional development, communication language and literacy and mathematical development.

The quality of teaching is generally good. Staff develop warm relationships with the children and set clear expectations of behaviour. As a result behaviour is generally good. Independence and social skills are effectively promoted. Most staff have knowledge and understanding of the early learning goals. Staff plan a variety of activities but activities which promote children's physical development are not sufficiently covered on the curriculum. There is a good balance of adult led and child initiated activities. Indoor areas are organised to ensure that the children have easy access to resources. However resources which develop children's creative development in role play are not accessible for the younger three year olds. Group activities are carefully planned and presented in an interesting way. However opportunities for children to develop their skills in learning about everyday technology are limited. Staff have a clear system for observations and assessments which informs future planning.

Leadership and management is generally good. The newly appointed acting manager is developing systems to monitor teaching and she maintains appropriate links with the early years education support teacher, within the local authority. Staff are committed to ongoing professional development and the appraisal system enables training requirements to be monitored.

The partnership with parents and carers is very good and effective in promoting children's learning. Parents receive detailed information about how children learn as well as information regarding their attainment and progress. Parents speak well of the provision and the care staff show to children.

### What is being done well?

- The staff work well together and are committed to ongoing professional development.
- Relationships between staff and the children are good and routines are well established. This helps children to feel safe, secure and self confident.
- Personal, social and emotional development is very good. Children are confident, interested and work well in groups. Behaviour is generally good.
- Teaching prioritises communication, language and literacy. As a result children initiate conversations, enjoy listening to stories and use books confidently. They understand the purpose of writing and use it in their play.

- Partnership with parents is very good having a positive impact on children's learning and making parents feel involved. Parents are kept well informed regarding children's progress.

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

- the programme for physical development so that it builds on existing skills and develops new ones
- opportunities for children to learn about everyday technology and to investigate objects and materials
- the resources for younger three year olds to use their imagination through role play.

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

The nursery has made good progress in addressing the two key issues which followed the last inspection.

Learning objectives and the activities in the short term planning now show the six areas of learning.

Staff development has been identified through the appraisal system and training has been completed particularly with regard to special educational needs as identified at the last inspection.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children separate well from their parents and soon engage in tasks. They are happy and settled in their environment and relate well to adults and each other. They select resources, choose activities and remain interested, showing developing levels of perseverance. They learn to share and take turns and co-operate. Children's behaviour is generally good and they respond well to staff's consistent expectations. Children display a good sense of community and they talk freely about their lives.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children communicate confidently and are able to both initiate and engage in conversation with each other and adults. Children enjoy listening to stories and are developing an interest in books. They freely take part in imaginative play, developing their own ideas with friends and staff. Children are given good opportunities to practice their writing skills and most children can recognise their name and often attempt to write their name. Children enjoy singing familiar songs.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are taught to count reliably to 10 and recognise numbers. Children's problem solving skills are developing well. They are beginning to learn sequencing and simple number operations as they match pattern and shape. Children receive good opportunities which help them to learn about shape, size and quantity. They enjoy number songs and rhymes which help to reinforce learning.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children enjoy a range of activities which enable them to learn about their own environment and aspects of living things. They use a range of construction equipment and materials as they design and build things. Children are encouraged to observe the weather and develop a sense of time as they talk about events in their lives. They develop an awareness of different cultures as they celebrate aspects of festivals. Children receive insufficient opportunities to learn about everyday technology.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children use indoor space well, showing good spatial awareness's they move around. They show skills as they use tools for a variety of purposes which they use with increasing control. Planning does not indicate that children have sufficient opportunities to develop new skills or build on existing skills using large equipment and also about changes that happen to their bodies.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children express their ideas freely through a range of activities such as painting, collage and music and movement. They enjoy singing and join in well with familiar songs. Older three and four year olds use their imagination well in role play but insufficient resources are available for younger three years olds to develop this area of play. Children recognise colours well and use shapes and objects to construct for a purpose.

**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**

- extend the programme for physical development so that it builds on existing skills and develops new ones particularly in respect of large equipment incorporating children's awareness of changes in their bodies
- provide suitable resources for younger three year olds to extend their creative development in role play
- develop the programme for knowledge and understanding of the world to include opportunities for children to learn about and use everyday technology to support their 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.*