



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 256808

DfES Number: 517704

INSPECTION DETAILS

Inspection Date 01/12/2003
Inspector Name Margaret Elizabeth Roberts

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Just Learning College Nursery
Setting Address Peterborough Regional College
Park Crescent
Peterborough
Cambridgeshire
PE1 4DZ

REGISTERED PROVIDER DETAILS

Name Just Learning College Nursery

ORGANISATION DETAILS

Name Just Learning College Nursery
Address Peterborough Regional College
Park Crescent
Peterborough
Cambridgeshire
PE1 4DZ

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 College Nursery opened in 1988. It operates from 3 rooms in a purpose built building in the grounds of Peterborough Regional college. It is primarily for staff and students of the college, although the pre-school is open to outsiders..

There are currently 70 children from 3 months to 5 years on roll. This includes 20 funded 3 year olds. Children attend for a variety of sessions. The setting currently supports a number of children who speak English as an additional language.

The group opens 5 days a week all year round. Sessions are from 08:30 until 17:15.

Eight part-time and eleven full-time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. None of the staff are currently working towards a recognised early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Child Care partnership (EYDCP).

How good is the Day Care?

Just Learning Nursery provides a good standard of care for children aged 3 months to 5 years. All aspects of the provision are well organised and effective use is made of the staff, space and resources to ensure that all children are well cared for. Procedures are in place to ensure persons working with children are suitable to do so. Qualified and experienced staff who have a clear understanding of their roles and responsibilities meet children's individual needs. The presentation of each room helps to create an accessible and stimulating environment for all children. Clear documentation supports the successful management of the provision.

The very secure entry system and good deployment of staff ensures the safety of children at all times. Good hygiene practices reduce the spread of infection and promote children's health. A good understanding of children's dietary needs in all the rooms promote growth and development. Children are treated as individuals and their needs met particularly in 1st Steps and Tumbling Tots where children benefit

from consistent routines for sleeping, playing and eating. Staff have an awareness of child protection issues and parents know of the provisions responsibility to report concerns.

Staff are kind and caring towards children, they work at their level supporting their play and learning. Well planned practical activities promote children's development in all areas, from 3 months to 5 years. However shared outside play inhibits the older children to develop their physical skills. Children play well together and are developing their independence. Opportunities to learn about our diverse culture are presented through activities and resources. Consistent positive techniques that are used by staff promote children's good behaviour.

Partnership with parents is very good through information sharing, informative brochures and regular newsletters. They are welcome into the group and feedback from parents is very positive.

What has improved since the last inspection?

The nursery has moved premises since the last inspection and therefore was a new registration.

What is being done well?

- The deployment of staff and their kind, caring approach to children, meeting their individual needs at all times.
- The range of practical activities, which provide an accessible and stimulating environment to promote children's development in all areas.
- Positive behaviour management by staff, which reflects in the children's excellent behaviour.
- Relationships with parents, which ensure that children's individual needs, are met through information sharing.

What needs to be improved?

- the organisation of outside play for the older children.

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
3	Consider how organization of sessions could be reviewed to ensure the physical needs of older children can be met more appropriately.

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 personal, social and emotional development and generally good progress in all other areas of learning.

The quality of teaching is generally good. Staff are kind and caring they support children in their play and learning, providing many practical activities which promotes children's progress in all the early learning goals, which staff have a generally sound knowledge of. They mostly make effective use of resources and space. Staff use positive techniques for behaviour management and are consistent in their approach to children giving clear boundaries. Staff interact well with children asking simple open ended questioning to extend their learning. They provide opportunities for children to engage in writing, in structured activities and through their role play. Well thought out plans showing what the children will learn and the resources required, regular assessments of children's progress towards the early learning goals help children to move to the next stage in their learning.

The leadership and management of the nursery are very good. Staff work well as a team and have good role models in the managers of the nursery and individual rooms, which enable staff to work to their full potential and know what is expected of them. The aims of the provision are to provide a happy and caring environment, which will enhance the development and education of all children, this is reflected in practice throughout the nursery.

Partnership with parents is very good. They are provided with details of the room their children will be in and includes specific information for that room. For example the Leaps and Bounds room brochure includes the early learning goals. Parents are invited to talk with their child's key worker at any time and parents evenings are held to discuss children's progress.

What is being done well?

- Children's personal, social and emotional development is very good. They are confident, interested and able to work on their own. Their behaviour is very good.
- Staff's planning of practical activities.
- The leadership of the setting, which enables staff to reach their full potential.
- Approachable staff and good information sharing which leads to excellent partnership with parents.

What needs to be improved?

- arrangement of the book corner, in order for children to access it independently
- the availability of musical instruments.

What has improved since the last inspection?

Good progress has been made in implementing the action plan drawn up after the last inspection to address the key issues identified. Planning and assessment have improved greatly showing how children will learn, resources required and the next steps to children's learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and independent, not always requiring staff support in their play. They choose activities independently and are able to sustain interest for a period of time often persisting until a task is complete. Children play well together, sharing and taking turns. They talk and listen to one another and are able to make changes in their routine. Children are well behaved and they respond positively to staff, knowing what is right and wrong.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's language skills are good, they interact well with adults and peers, often initiating a conversation, asking questions and listening to answers. Children enjoy stories and listen attentively, however they don't always access the book corner independently. They enjoy singing rhymes and join in enthusiastically continuing on their own to complete the song. Children use pencils with ease and some are beginning to form recognisable letters and most recognise their own names.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children show an increasing awareness of number, they can count readily to 5 and beyond. They are able to recognise numbers and are beginning to write numerals clearly. Children are beginning to use calculation and can reliably take away in number rhymes. They ask questions such as how many days to Christmas and make charts to represent this. Children are able to draw shapes and explain what they are. They are beginning to use measure when seeing how tall they are.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children explore and investigate different textures and smells both inside the setting and when playing outside, using their senses where appropriate. Children confidently use a variety of construction equipment, tools and materials to cut, join and build. Children use everyday technology such as keyboards, telephones and calculators in their role play. They have the opportunity to acquire a sense of time and place by talking with staff about themselves and the environment.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move around both inside and out with confidence. They are able to change direction and come to a halt when running or riding bikes. They have opportunities to throw and catch balls. Children show an awareness of space and others during games and activities. They are beginning to take responsibility for themselves, they know when they require a drink and serve themselves. Planned activities using small tools with control and safety, are helping to develop their skills with small equipment.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children are able to distinguish different colours and experiment with mixing. They describe textures such as soft, hard, 'squidgy' and express themselves freely in artwork. Children join in with songs and can repeat sound patterns from memory. However access to musical instruments is limited. Children use and express their imagination through their role and small world play. They show interest in what they see and do using facial expression and body language to express their feelings.

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

- There are no significant weaknesses to report but consideration should be given to improving the arrangement of the book corner, in order that children access it independently and access to musical instruments.

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.