



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY233534

DfES Number: 558975

INSPECTION DETAILS

Inspection Date 10/12/2003
Inspector Name Melissa Cox

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Just Learning Nursery
Setting Address Monks Lane
Newbury
Berkshire
RG14 7HD

REGISTERED PROVIDER DETAILS

Name Just Learning Ltd 2809756

ORGANISATION DETAILS

Name Just Learning Ltd
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 in Newbury opened in 2002. It is part of a chain of nurseries. The nursery has its own purpose built building and outside play area within the grounds of Newbury College, which is on the outskirts of Newbury town centre. The children are accommodated in ten rooms according to their age and stage and the nursery has a multi purpose area, office, kitchen, laundry, staff room and toilets for staff, visitors and children. There is a large fully enclosed outdoor area.

The nursery opens every weekday between 7:30 and 18:00 with the exception of bank holidays with children attending for a variety of sessions. The nursery serves the local community and accepts children from a wide geographical area.

The nursery is registered for 104 children aged between eight weeks and eight years. Of these not more than 36 children should be under two years of age at any one time. There are currently 94 children on roll. This includes sixteen children aged three years and four children aged four years who are in receipt of nursery education funding. The nursery supports children with special needs and those for whom English is an additional language.

There are fourteen staff members employed within the nursery. Of these five hold a qualification which is equivalent to National Vocational Qualifications level three or above. A further six members of staff are undertaking appropriate early years training at the present time. There are three staff members working directly with the funded children. The nursery receives support from within the Just Learning organisation and the West Berkshire Early Years Development and Child Care partnership.

How good is the Day Care?

Just Learning Nursery provides a good standard of care for children. All aspects of the provision are well organised and the operational plan works well in practice. Effective use is made of the staff, space and resources to ensure that the environment is welcoming and child orientated.

Children have designated base rooms which are equipped according to the age and stage of the children. There is a good variety of activities for the children to take part in, which promote all areas of their development. The nursery has good resources for the numbers of children attending but resources which reflect positive images of different cultures and abilities are limited.

Risk assessments are carried out regularly to ensure that the building and the outside play area are safe and secure for the children and plans are being discussed to provide more shade in the outside garden areas. Staff are vigilant to ensure the children's safety at all times, however effective hygiene practises are not fully in place at lunchtimes. Staff have appropriate expectations of children's behaviour and praise and encourage the children. As a result children's behaviour is generally good. A staff member with a first aid qualification is on hand at every session and all staff are aware of procedures to be followed in the event of an accident or if they have concerns about the welfare of a child. Staff know the individual needs of the children attending. Regular observations are carried out on all children to ensure their well being and that their development and learning targets are met. There is an effective curriculum and all appropriate documentation needed is in place.

There is a good partnership with parents in place. Parents have access to the policies and procedures which are followed by the nursery. They are able to discuss their child's progress both formally and informally and are kept up to date with events in the nursery by notices and newsletters.

What has improved since the last inspection?

Last inspection was registration.

What is being done well?

- Staff plan a range of activities which promote all areas of children's learning and development.
- Staff know the individual needs of all the children.
- Staff are vigilant to ensure the safety and well being of the children at all times.
- Staff use praise and encouragement to promote acceptable behaviour.
- Staff ensure that both children and parents are made to feel welcome in the nursery.

What needs to be improved?

- the range of resources, throughout the nursery, which reflect positive images of the diversity of society
- the hygiene practises around lunch times
- the clarity of the medication records and procedures to be followed in the

event of an allegation being made against a member of staff

- the availability of shade in the garden area.

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
14	Extend the documentation kept so that records show clearly parental permission for medication given and acknowledgement of medicine administered, and that the procedures to be followed in the event of an allegation being made against a member of staff are clear.
4	Ensure that there is adequate shade for children in the garden in summer months.
5	Extend the range of resources through out the nursery which reflect positive images of different cultures, ethnicity, gender and disability.
7	Ensure that good hygiene practices are in place at mealtimes.

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

How effective is the nursery education?

Just Learning Nursery offers good quality provision which enables the children to make generally good progress towards the early learning goals. Staff have appropriate expectations of children in their personal, social and emotional development. Children are making generally good progress in the areas of communication, language and literacy, mathematics, knowledge and understanding of the world, physical development and creative development. The teaching is generally good although not all staff have a secure knowledge of and evaluating the stepping stones towards the early learning goals and of observing children. There is an effective curriculum in place with a wide range of activities to interest the children. There are good resources for all areas of learning but there are limited opportunities for older children to select resources for themselves when undertaking creative projects and to use information technology.

Relationships between staff and children are good. As a result the children are confident and generally behave well. Staff know the individual needs of all children and make regular observations to progress their individual educational plans and the overall planning.

Parents are informed both formally and informally about their child's achievements and progress, and have opportunities to contribute to and see the written records kept on their child. Leadership and management is good in the nursery with the manager, deputy and staff working together to improve practice. Staff are participating in ongoing training to improve their expertise.

The nursery has a good partnership with parents and they are made welcome. The written information given to them is comprehensive. Themes and plans are posted on the parent's notice board and regular newsletters are produced to keep them up to date with events. Parents are able to involve themselves in their child's learning to some extent.

What is being done well?

- A wide range of appropriate activities is presented for the children to take part in.
- An effective curriculum is in place which covers all areas of the Early Learning Goals.
- Relationships within the nursery between staff and children are good.
- Staff have appropriate expectations of children's behaviour and use praise and encouragement to build children's confidence and self esteem.
- The management team are proactive in supporting staff and working to improve the care and education of the children.

What needs to be improved?

- the opportunities for older, more able children to be independent and to self select resources, tools and materials
- the daily routine to give children more opportunities to recognise their names in print, to practise pre -writing and pre - maths skills and to use information technology
- the training and support of staff to increase their knowledge and understanding of the stepping stones to the early learning goals, observations and evaluations
- the opportunities for parents to be involved in their child's learning.

What has improved since the last inspection?

This is the first nursery education inspection for the setting.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children have positive attitudes to learning and are learning to take turns, work co-operatively and share fairly. Staff have clear expectations of appropriate behaviour. As a result children's behaviour is generally good. Staff praise, encourage and support them, which helps to build their self confidence and self esteem. There are opportunities for all children to be independent but those for older children are limited.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are becoming confident speakers and are learning to listen well to each other and adults. They enjoy listening to stories and to taking part in rhyme time. Children have limited opportunities for practicing pre-reading skills, recognising their names in print and to practice independent writing on a daily basis. There are limited opportunities for children to link sounds and letters. Children are becoming to form letters correctly and to write when working with adults.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are learning to use numbers in a range of activities and have an understanding of addition and subtraction. They are given opportunities to practise their counting skills. They are learning to make comparisons such as big and little and to learn about size and shape through practical activities. They have an understanding of basic recording skills and are practicing writing numbers.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children take part in a range of activities, which enable them to learn through first hand experiences. They are learning about the world, their environment and the sequence of events in their lives. They have an understanding of their own culture and country and are learning about others. They have access to information technology, such as the computer but there are limited opportunities for planned supported experiences in its use.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are given opportunities to use a variety of tools and apparatus to help develop good hand and eye co-ordination, spatial awareness and fine and gross motor skills. They move confidently around the environment and enjoy a wide range of activities both in and out of doors. They are able to experience and enjoy activities in the sensory room which helps them develop their senses.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children express their ideas and feelings through a range of activities. They have opportunities to sing familiar rhymes and make their own music. Most children know their basic colours and have opportunities to use and explore different textures, different media and natural materials in their art and play activities. Opportunities are missed for older children to select their own materials, resources and tools when taking part in craft activities.

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 older, more able children with more opportunities to be independent and to self select resources, tools and materials
- Assess the daily routine to give children more opportunities to recognise their names in print, to practise pre -writing and pre - maths skills and to use information technology
- Ensure that staff have access to appropriate training and support to increase their knowledge and understanding of the stepping stones to the early learning goals, observations and evaluations
- Provide more opportunities for parents to be involved in their child's 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.