



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 128510

DfES Number: 597546

### INSPECTION DETAILS

Inspection Date 13/01/2004  
Inspector Name Marilyn Rosemary Peacock

### SETTING DETAILS

Day Care Type Creche Day Care, Full Day Care, Out of School Day Care  
Setting Name Just Learning Ltd  
Setting Address King George Hospital, Barley Lane  
Goodmayes  
Ilford  
Essex  
IG3 8YB

### REGISTERED PROVIDER DETAILS

Name Just Learning Limited 02809756

### ORGANISATION DETAILS

Name Just Learning Limited  
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 is situated in the grounds of King George hospital Ilford it has been open since 1998. It is privately owned by Just Learning Ltd, a company that operates a chain of private nurseries. It offers full day care for children aged 6 weeks to 5 years.

The nursery is opened each day between 06:45 am and 19:00 pm, 52 weeks a year. Currently 171 children attend the nursery. They are drawn from hospital staff and a wide catchment area. The hours of attendance vary to met parents individual needs.

There are 13 base rooms, 3 of which are sited in a fully furnished portacabin. A new manager has recently been appointed.

15 children that attend have English as an additional language and 1 child has special educational needs. There are 16 funded 3 year olds and 6 funded 4 year olds.

Twenty six staff work in the nursery, all staff hold recognised early years qualifications.

Staff receive support from the Early Years Development and Childcare Partnership.(EYDCP)

### How good is the Day Care?

Just learning nursery provides good care for children.

The environment is warm, welcoming and well maintained. Staff are experienced, they regularly attend additional training to improve practices. They work well as a team, particularly in the individual rooms. Staff plan a wide range of activities each day, this includes regular recreational time in the well maintained outdoor area. An effective key worker system is in place which supports children's learning. Good use is made of observation to inform planning for next steps.

Company policies and procedures are understood and implemented well by all staff but more attention needs to be paid to ensuring that unvetted staff are always accompanied and staff ratios are met at all times. Document and record keeping is generally good however, the confidentiality policy needs to be reviewed with regard to the use of photographs.

Regular risk assessments help to maintain a safe secure environment and identify potential dangers early. Good attention is paid to promoting children's health, a healthy menu is provided each day, particular attention is paid to meeting children's individual dietary needs. Daily routines help children to feel secure and develop independence. Children are well behaved, staff provide positive role models. Relationships between staff and children are good. Children are recognised as individuals, support for children with additional needs and their parents is good, resources and equipment reflect diversity, however they are not readily accessible to children.

Parents are satisfied with the standard of care provided within the nursery. They have access to all policies and procedures and records relating to their child's progress, however there is little written information in the baby record books of how babies have spent their day or information on achievements towards the developmental milestones.

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

Since that last inspection a member of staff has been identified to conduct risk assessments throughout the nursery, they have attended training and implemented procedures that identify potential danger including access to the portacabin. Accurate records are kept of accidents and incidents that may occur in the nursery, the contents of the first aid box are checked as part of the risk assessment. Visitors that come to the nursery are recorded in a daily record book. A member of staff has been given responsibility for behaviour management and this has had a strong impact on children's behaviour in the nursery. Books and resources that reflect diversity have been purchased and are available in base rooms, however they are not readily accessible to children and are not used as part of every day routines.

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

- The behaviour management policy is well implemented by all staff. Staff act as positive role models, they give consistent messages of acceptable behaviour. As a result children are well behaved.
- Staff plan well for children's developmental needs plans are based on staff's knowledge of individual children, activities are supported by good quality safe resources.
- Regular opportunities to attend in-service training provided by the Early Years Partnership has a strong impact on the provision. Information gained is shared with the rest of the staff team during team meetings.
- Good procedures are in place to identify risk this includes assessing risk in

planned activities this assessing has a strong impact in providing a safe, secure environment for parents, staff and children.

- Strong emphasis is placed on health and hygiene, clear daily routines help children to recognise the importance of good hygiene, particularly when eating or toileting.

#### What needs to be improved?

- supervision of unvetted staff.
- staff ratios.
- access to toys, equipment and resources that reflect diversity.
- information available to parents on how babies have spent their day.
- confidentiality regarding the use of photographs.

#### 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
1	review procedures to ensure that un vetted staff are always supervised.
2	Develop procedure that ensure staff ratios are maintained at all times.
9	Ensure that children have access to toys, equipment and resources that reflect diversity within everyday activities.
12	Extend the written daily information available to parents of children under 2, to include information of how they have spent their day and developmental milestones.
12	Review policy on the use of photographs

## 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 and the children are making generally good progress towards the early learning goals. Very good progress is being made in the children's personal social, social and emotional development and generally good in all other areas of learning. There are weaknesses in the areas of physical development, creativity, mathematical development and language literacy and communication.

Teaching is generally good. Staff plan a variety of practical activities and the children are confident and eager to learn. Resources are of good quality and well organised to increase children's independence. Staff are skilled at encouraging the children to behave well, to share and respect each other. Planned group activities for the funded children are well presented and staff show enthusiasm and work well as a team. However, sometimes staff miss opportunities to extend children's learning in everyday routines. The planning and assessment systems are good and cover all areas of learning. But some planned activities do not provide sufficient challenge for children, particularly in physical development. Children are not given sufficient opportunities to access resources to books for storytelling and role play.

Leadership and management is generally good. The Manager is newly appointed and places particular importance on the development of a highly motivated team. The sound philosophy of how children learn through play is promoted. Staff have a strong commitment to extend their knowledge and experience through training which is supported by the organisation.

However, monitoring of staff practice does not take place on a regular basis.

The partnership with parents is good. Plans and information are displayed and ways of involving parents in daily routines and children's developmental progress have been introduced. However, these are not always consistently applied.

### What is being done well?

- Relationships between the staff and children and parents are good and there is a good system in place to share information.
- Children's personal, social and emotional development is fostered very well. Children are purposeful in their choice of activities and resources. They are focused in their play and are able to concentrate for long periods of time.
- Planning and record keeping is good and has been developed to include all areas of the Foundation Stage and to identify the next steps for children.
- Children are well behaved and confident, show independence and are motivated to learn.

- Staff are committed to develop their skills and knowledge through regular training.

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

- the evaluation and support for staff practice on a regular basis
- opportunities for children to access resources including books and imaginative play on a regular basis.
- planning for outdoor play and children's physical development.

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

The setting has made good progress since the last inspection .The nursery has increased the amount of non- fiction literature available for the children. Daily plans have been extended to give priority to mathematical development and to identify learning outcomes in focus activities, using all areas of the foundation stage. The setting has introduced a comprehensive planning and developmental record keeping system.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in personal, social and emotional development. Children are learning to share and take turns and make good relationships with each other and staff. They co-operate with others and learn to recognise right from wrong. Children concentrate well and complete activities.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's progress in this area is generally good. Children are confident speakers and use language imaginatively. The children's interests and skills in writing is fostered well by the provision of a well resourced writing area. Children recognise letters in captions and poems and the letter of the week activities. Interest in reading is less well fostered. The book areas in the rooms are used infrequently and children only have use of a well resourced library at certain times of the day.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children's progress in this area is generally good. Many children count up to ten using numbers as labels. They are developing an awareness of counting in context by the use of everyday routines, such as counting the fish fingers for lunch. Children use calculators and sort objects into boxes when tidying away. However sometimes opportunities are missed to encourage children to begin to add and subtract objects and to use mathematical ideas to solve problems.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children's progress in this area is generally good. They explore a variety of objects and materials through of activities such as weather changes and projects like 'the weather bear'. They have the opportunity to handle living things such as snakes and hamsters. Children use the tape recorder and computer daily and develop an understanding technology. Children take part in themes to celebrate many cultural and religious festivals.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children's progress in this area is generally good. Children confidently use a range of small tools and equipment. They can use the ladle to dish up their spaghetti, use scissors and spreaders and pencils with control. There is access to a large outside play area. However planning is less effective in this area and staff do not always encourage the children to learn new skills or use the area to its full potential.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Progress in this area is generally good. Children enjoy making and doing using different techniques and materials. They enjoy listening to taped music, singing songs and rhymes and using musical instruments on a regular basis. They cut out frosty pictures, decorate boxes to make 'snow whites house' and make faces to describe the feeling of being happy and sad. However opportunities for the children to access a variety of role play materials and to develop imagination through stories is limited

**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**

- Strengthen the planning for outdoor play to further children's learning and experience.
- Introduce a system to evaluate the quality of teaching.
- Increase opportunities for the children to have regular free access to books and to develop their imagination in creative activities, including role play and stories.

*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.*