



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY221307

DfES Number: 544066

INSPECTION DETAILS

Inspection Date 22/07/2003
Inspector Name Jacqueline Fryer

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Just Learning Nursery
Setting Address Beechings Way
Gillingham
Kent
ME8 6AD

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 opened in 2002. It is registered to provide care for 112 children under five years; of these, not more than 72 may be under three years, and of these, not more than 36 may be under two years at any one time. Overnight care is not provided. The nursery operates from 10 rooms in purpose built premises in Twydall, Gillingham. The nursery serves the local area.

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

There are currently 120 children from 4 months to five years on roll. This includes 25 funded three-year-olds and 7 funded four-year-olds. Children attend for a variety of sessions. No children have special needs and the group currently supports no children who speak English as an additional language.

24 staff work with the children. 13 have early years qualifications.

7 staff are currently on training programmes. The setting receives support from a teacher from the local Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Just Learning Day Nursery provides good quality care for children. The group offers a warm and welcoming environment where children and parents are greeted at the door. The premises are secure and staff show a good understanding of the safety requirements in each room. The staff build up good relationships with the children and work well together as a staff team.

The staff show a good understanding of how children learn and these are related to the six areas of learning. Activities are planned to take each child's individual needs into account. The rooms are bright and well presented. Activities are fun, challenging and age appropriate. The staff team have a good understanding of equality of

opportunity, which allows children to develop a good sense of self worth and fosters independence.

The provider builds up good relationships with children, parents and staff. The parents receive good quality information about the setting. An open door policy allows parents and staff to share any concerns with the provider. Parents' wishes are taken into account and the staff work closely with them to ensure children receive continuity of care. The nursery have all documentation, which is well presented and available to parents. Times are set aside for parents and key worker to share information about children's progress.

What has improved since the last inspection?

Not applicable.

What is being done well?

- The staff have a good relationship with the children. They enjoy their company and spend quality time playing with them. The children are happy and settled. (Standard 3)
- The nursery make good use of the outdoor play area. Children explore and investigate and enjoy physical play outside. (Standards 3,4)
- The nursery has an extensive selection of good quality toys and equipment. These are used to plan activities to help children progress. Children are happy and engaged in their play. (Standards 3,5)
- The nursery offers a warm and welcoming environment. Parents and children are greeted at the entrance. (Standards 4,12)
- The children respond well to the staff's clear guidance and praise. They eagerly take part in planned activities, help tidy the toys and are well behaved. (Standard 11)
- The provider is professional and ensures all paperwork is well maintained and shared with parents. A shared contact book enables children to receive continuity of care. (Standards 12,14)

What needs to be improved?

- the staff's knowledge of the nursery's policies and procedures; (Standard 14)
- the staff's knowledge of the signs and symptoms of child abuse. (Standard 13)

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
9	increase range of materials that reflect positive images of diversity. (Standards 5,9)
14	review policies and procedures annually. (Standard 14)

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 nursery provision, which helps the children make generally good progress towards the early learning goals.

Teaching is generally good. Most staff show a secure knowledge of how children learn. The staff's relationships with the children allow them to plan interesting and new activities to support children's learning. The staff's caring and committed attitudes allow children to become confident learners and communicators. Children are well behaved and this is encouraged by the staff. Children move confidently around the available space and choose activities for themselves.

The group foster very good relationships with the parents. Parents receive good quality information about the setting and the progress their children are making. The provider has an open door policy. This allows parents to share any concerns they may have. Staff are approachable and the key worker system allows parents to build up good relationships with their child's main carer.

Leadership and management is generally good. The provider is aware of her staff's strengths and weaknesses and use this positively to the children's advantage. The provider supports her staff and encourages them to undertake training and short courses to update their knowledge. The staff work well as a team and are committed to caring for the children.

What is being done well?

- Children's physical development is excellent. The use of outdoor apparatus means children are able to move confidently around, through, up and over the equipment.
- Staff's relationships with children ensures they are confident learners, able to mix well with their peers and other adults.
- Children's behaviour is very good. Children play within clear boundaries.
- Staff build up good relationships with parents. Parents offer to come in and support the staff, they are interested and become involved in topic work with their children.
- Children's spoken language is developing well. They learn to communicate in pretend and real life situations.

What needs to be improved?

- labelling on children's self selection trolleys;
- how staff, through planning, differentiate the expected outcomes between 3

and 4-year-olds;

- the safety and comfort of sleeping children;
- using visitors to the group who talk about what they do and how they help us;
- organisation of the morning routine to ensure children benefit from long periods of free play.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children make generally good progress towards personal, social and emotional development. Children are becoming confident in building up trusting relationships with their peers and carers. Children have very good opportunities to choose activities and resources, both inside or outside. Children's behaviour is good. They play well in real life and pretend situations. Some parts of the routine mean children are sitting still for periods of time.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children make generally good progress towards communication, language and literacy. Many children are confident speakers who communicate easily with their peers and adults. Most children appear interested at story time, but smaller groups would mean all children are involved. Children are given good opportunities to develop and practice their mark making. They are beginning to recognise letters.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children's progress towards mathematical development is generally good. Children are given appropriate opportunities to count up to ten and begin to recognise numerals. A range of practical activities mean children learn about shape, colour and size. Mathematical language needs to be introduced more to consolidate children's learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children make generally good progress towards knowledge and understanding of the world. Topics covered include looking at how and why plants grow. The children have had opportunities to go on outings to look at the environment around them. Visits from people in the community who help us, would enhance children's learning. Children are offered good opportunities to extend their technological development.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children make very good progress towards physical development. A variety of resources means children are becoming confident in handling a range of small tools and equipment. Outside the children have access to equipment that encourages their large motor skills. Children use this apparatus with growing confidence. Children move freely around the available space, safely and imaginatively.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children's creative development is generally good. Work displayed shows children are given opportunities to explore a range of materials, textures, colour and shape. Children are able to self select materials and use their imaginations well in pretend and real life situations. Children are encouraged to develop their own ideas with music and movement.

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

- ensure staff deployment enables children to increase their social skills and independence during snack time;
- ensure staff attend training to consolidate their knowledge on the stepping stones and expand their planning skills. This will enhance the challenges set for the older more able children.

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.