

Just Learning Nursery Ltd

Inspection report for early years provision

Unique reference number	508972
Inspection date	27/09/2010
Inspector	Alison Weaver
Setting address	Larkspur Drive, Eastbourne, East Sussex, BN23 8BS
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Type of setting	Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Just Learning Nursery Ltd is part of a chain of nurseries. It opened in 2000 and operates from a purpose built premises on the outskirts of Eastbourne. It consists of 10 childcare rooms each with its own toilet area for children. The group opens five days a week all year round. Opening times are from 7.30am to 6.30pm. All children have access to secure enclosed outdoor play areas.

The provision is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 100 children may attend at any one time. There are currently 118 children on roll in the early years age range. The provision also offers care to children aged over five years to under eight years. Children come from a wide catchment area. The setting supports children with special educational needs and/or disabilities and also supports a number of children who speak English as an additional language.

The setting employs 24 staff. All of the staff, including the manager, hold appropriate early years qualifications. There is one member of staff who has Qualified Teacher Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are content and have fun in the caring and friendly environment. Their health, safety and well-being are promoted effectively. They are supported well by staff working closely with parents to meet their individual needs and to help each child make good progress in their learning and development. Staff work well together and show a commitment to continually improving outcomes for children. Their identified areas for improvement are well targeted and achievable.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- maintain an accurate daily record of the names of children looked after on the premises and their hours of attendance (Documentation). 23/11/2010

To further improve the early years provision the registered person should:

- develop further the use of ongoing assessment processes to show how well the child is achieving and the identified learning priorities for individual children to help plan relevant and motivating learning experiences for them

- develop further the two-way sharing of relevant information with other providers in order to ensure continuity of care and education for individual children.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded as staff show a good awareness of the correct procedures to follow in possible cases of child abuse or neglect. Robust recruitment procedures help ensure that staff are suitable to work with children. The required documentation is in place and is generally well maintained. However, the daily record of attendance of children is not always completed accurately and thus fails to meet the legal welfare requirements. However, this has minimal impact on the care of children.

High priority is given to safety and security in the setting. The regular review of the risk assessments means that risks are minimised effectively. Daily safety checks carried out by staff, both indoors and outdoors, results in children having the freedom to move around safely in the setting. The whole environment is child friendly, welcoming and attractive. Colourful visual displays enhance the setting and provide interest for the children. There is a plentiful supply of resources that are generally used well to support children's learning and development.

The setting forms very good partnerships with parents. Staff work very closely with parents to help settle in new children and to give them the care and support they need. Parents appreciate the daily verbal feedback they get about their child's day. Individual care diaries are also used well for the sharing of relevant information between staff and parents. The views of parents are regularly sought and their contributions are valued with regard to children's learning and development. They are given access to their child's learning story and are encouraged to share their thoughts about what their child achieves at home. Parents have the opportunity to indicate what they feel their child's learning priorities should be so that they are actively involved in the learning process. The setting has not yet fully developed the opportunities for the two-way sharing of relevant information with other providers who share the care and education of individual children.

There are clear and effective procedures for caring for children with additional needs. The setting forms good links with other agencies so that they can help support such children together. Children from different family backgrounds are welcomed and appropriate measures are taken to ensure that they are fully included. The views of these parents are respected and the needs of each child met. All children are encouraged to have a positive attitude towards differences in others.

The setting promotes staff development through regular appraisals and supervision. These help to identify any training needs and address any concerns staff may have. Ongoing training is encouraged to develop their knowledge and skills. The leaders have a realistic view of the strengths and weaknesses in the setting. They have a number of informal plans that they are in the process of

putting into action in order to benefit the children. These include continuing to develop the outdoor area and increasing staff confidence in the implementation of the Early Years Foundation Stage.

The quality and standards of the early years provision and outcomes for children

Children show a sense of belonging as they arrive and quickly settle into their groups. They show a developing confidence and build good relationships with peers and adults. Very young children show they feel safe and secure as they confidently crawl away from adults to explore their environment. They are fascinated by the sensory toys such as the flashing balls and bean bags. Their physical skills are developing as they learn to pull themselves up and grab for toys just out of their reach. They communicate well using sounds and express their feelings and needs to adults.

Older children enjoy pulling and stretching the sparkly dough. They show good fine motor skills as they confidently and safely use different tools. They have fun mixing the paints on their pictures. All children enjoy many opportunities to explore different textures and materials such as cereal, baked beans, cornflour and pasta. They play happily and can be heard singing to themselves as they play. Good use is made of the new sensory room with all the children but it is of particular benefit for children with additional needs who need the extra attention and stimulation. They love exploring the many stimulating resources such as ducks that light up, shakers, mirrors and feely objects.

Children are helped to develop skills for their future lives. They learn numeracy skills, use simple technology and show a curiosity in the world around them. They show an interest in the natural world as they watch the insects outside. They learn about other ways of life as they celebrate different festivals and find out about people who help them. They confidently share their experiences as they talk to friends and adults. Children's independence develops well as they help themselves to safe, suitable and challenging resources. They tidy up after activities, help clean and lay the tables for lunch. In general, the groups are organised effectively so that children can make their own decisions about their play. However, some circle times and changeover of activities are less effective because children are not always engaged in the activity and become restless. Overall, children's behaviour is managed effectively as they are encouraged to think about the impact of what they are doing.

The learning stories are used well to record observations of children's achievements. Some ongoing assessments are recorded to show how well individual children are progressing in each area of learning. However, these are not consistently used for all children to help ensure that all staff can easily assess their key children's progress and identify learning priorities to help them develop further. Staff make good use of their knowledge of children's individual interests to plan activities that extend their learning. In general, staff provide good support for children so that they learn as they play.

Children develop healthy lifestyles as they readily choose to play in the fresh air with the varied toys and equipment. They enjoy healthy meals and learn about what is good to eat through planned activities and discussion. Children access drinking water when they get thirsty. They learn the importance of good personal hygiene routines in keeping themselves healthy.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met