

# Just Imagine...Day Nursery & Out Of School Club

Inspection report for early years provision

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<b>Unique reference number</b>	EY395109
<b>Inspection date</b>	17/11/2010
<b>Inspector</b>	Tina Mason

<b>Setting address</b>	61 Station Avenue, Wickford, Essex, SS11 7AS
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<b>Type of setting</b>	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 Imagine...Day Nursery & Out Of School Club opened in 2009 and operates from a converted business unit on two floors. It is situated within walking distance of schools, shops, the local train station and local bus routes in Wickford, Essex. All children share access to a secure outdoor play area. The nursery is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 48 children may attend the nursery at any one time. The setting opens five days a week, all year round with the exception of Bank Holidays, and session times are from 7am to 7pm. There are currently 27 children from birth to five years on roll. Children aged three and four years receive funding for early education. Children attend for a variety of sessions; part time, full days or out of school care. The nursery serves the local community and wider areas. The pre-school supports children with learning difficulties and/or disabilities and has experience of supporting children who have English as an additional language. The provision employs nine staff, of whom all except one, hold appropriate early years qualifications, as does the manager. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The nursery is well managed with robust recruitment and induction procedures to safeguard children from harm and ensure children form secure attachments with staff in order to feel safe. The inclusive nature of the setting ensures that all children receive a warm welcome and settle well with the support of trusted and caring adults. Staff recognise the uniqueness of each child and they work closely with parents to ensure most children achieve well in their learning and development. Children make progress in their learning and development as they engage in a variety of suitable activities. A commitment to continual improvement and effective self-evaluation has significantly impacted on improved services for children.

## What steps need to be taken to improve provision further?

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

- develop systems to support and extend children's learning
- provide children with opportunities to find out about, and identify the uses of everyday technology and use information and communication technology and programmable toys to support their learning
- maximise opportunities to develop children's independence during meal times, for example by encouraging them to take responsibility for some tasks
- ensure risk assessments cover all areas of the building that children have access to and make these areas safe and secure

## **The effectiveness of leadership and management of the early years provision**

Children's safety is effectively promoted through robust vetting and recruitment procedures which ensures children are cared for by suitable persons. Staff understand their safeguarding responsibilities in relation to child protection procedures and the possible signs and symptoms of child abuse. They ensure children are only collected by authorised persons and routinely carry out risk assessments on most areas of the nursery to provide a secure and safe environment. However, the corridor between the pre-school area and baby room has not been risk assessed, which may compromise the safety of children. The emergency evacuation plan is in place and practised regularly contributing to children's safety whilst on the premises. Space and resources are organised well; this allows children to move around freely and safely. All written policies and procedures are in place to ensure the safe and efficient management of the provision.

The manager acts as positive role model and encourages and maintains enthusiasm amongst the staff team by allocating areas of responsibility, such as special educational needs and equality coordinators. The management team and staff demonstrate a strong capacity to continually improve the service they provide by monitoring and evaluating practices in order to identify areas of strength and weakness. For example, by completing the self-evaluation form they identified areas for improvement such as that staff are well supported in attending ongoing training to increase their knowledge and skills, for example first aid, safeguarding and behaviour management. Feedback is sought from parents by means of questionnaires. Very good steps have been taken to complete actions and recommendations from the last inspection, such as staff attending behaviour management training. The fire evacuation procedure is now effectively maintained and staff are planning activities based around their observations of children's progress. Parents receive a wealth of information from the outset and through ongoing daily discussion, written records and meetings with key workers. Parents speak highly of the nursery and how their children enjoy coming to nursery. In addition, open evenings enable the nursery staff to share relevant information. Partnerships with parents include their contributions to records of development. The nursery works well with other professionals to support children's learning, including secure links with local schools, the local children's centre and other settings who deliver the Years Foundation Stage framework to ensure continuity of learning and care.

The nursery ensures that equality and diversity is valued. Families are very well supported because the management team and staff work collaboratively with external agencies to support individual children and their families. This is particularly important for the children and families who attend the group with English as an additional language and those with special educational needs and/or disabilities. The pre-school's special educational needs co-ordinator has a secure understanding of her role and works hard to provide the necessary support for each child.

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

Children make sound progress towards the early learning goals in relation to their starting points and capabilities. The staff have effective systems in place to observe and monitor their progress as records of development clearly reflect children's achievements and identify the next steps in their development. Planning in the main is linked to the early learning goals throughout the nursery and takes into account the next stages in children's development. However, some of the planning does not account for or challenge older, more able children, and staff occasionally miss opportunities to build on what children already know or make the most of incidental learning opportunities. For example, during snack time most of the conversation is initiated by the children and opportunities to extend these conversations into learning opportunities are missed.

Babies and toddlers develop confidence as they investigate and explore their surroundings. They enjoy finding out what they can do, for example, rolling balls, building towers and following simple actions to songs. They are happy, safe and secure, receiving support and reassurance from caring and motivated staff. Positive, secure relationships exist where babies form strong attachments to the adults caring for them. Well established routines support babies and toddlers to begin to make choices and decisions for themselves. They become self-assured as they begin to recognise that they are special and clever when they receive praise and claps from staff for their efforts and achievements.

Children play in a print rich environment throughout the nursery which promotes their understanding that print carries meaning. They have many opportunities to mark make with pencils and crayons. All children enjoy playing outdoors, they have fun whilst developing skills in coordination as they climb, ride bikes and run around. They learn about weight and capacity as they play with sand and water, digging and filling buckets. Children freely explore and are eager to participate in circle and story time. Children are very familiar with the routine and staff expectations. They behave well; they listen carefully to staff's requests, take turns and help each other. Most of the areas of the early learning goals are covered within the main play room, although children have limited opportunities to use information and communication technology. This compromises children's developing skills for the future. Construction activities enable children to be creative in their thinking and use their imagination to construct and make different models. Children have access to a variety of creative resources. The materials and media provide a wide range of experiences for the children. For example, the children enjoy constructing junk models. Children enjoy mark-making through different media, such as paint, chalks and crayons. They enjoy story time and listen attentively. Children learn about the cultures and religious beliefs of the work around them as they learn to celebrate diversity through an interesting and various range of activities. Children have good opportunities to develop their knowledge and understanding of the world as they grow a selection of vegetables in the allotment area of the garden. Children are encouraged to care for and tend to this area.

Children and their families are warmly greeted on arrival by staff, helping foster positive relationships and a sense of belonging. Children's emotional well-being is well-supported throughout the day by staff who provide them with cuddles and reassurance. Staff are able to manage children's behaviour well, providing consistency and positive reinforcement which enables the children to learn about the impact of their actions on themselves and others. Children receive plenty of positive encouragement and praise; this fosters their self-esteem and helps them learn about respect and forming positive relationships. Fire evacuation drills help children learn about their own safety. Children are developing positive attitudes towards healthy eating and staying physically fit. They enjoy nutritious meals and snacks, and meal times are well-organised to meet children's individual needs. However, not all children are afforded the opportunity to help set up the tables or help themselves to their own meal; staff do this for them, which does not fully promote their sense of independence and responsibility. Staff deal with accidents appropriately and ensure the required records are maintained to help safeguard the children.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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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