

# Just Learning Nursery

Inspection report for early years provision

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| <b>Unique reference number</b> | 155097                                       |
| <b>Inspection date</b>         | 18/01/2011                                   |
| <b>Inspector</b>               | Sharon Henry                                 |
| <b>Setting address</b>         | 20 Sutton Road, Walthamstow, London, E17 5QA |
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| <b>Email</b>                   |  |
| <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*.

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## Description of the setting

Just Learning Nursery opened in 1999. It is one of a number of nurseries owned by Just Learning Ltd. The nursery is located in a purpose built building in the Walthamstow area, within the London borough of Waltham Forest. The children are organised into 12 playrooms. All children share access to a large outdoor play area. A maximum of 140 children from birth to under five years may attend the nursery at any one time. The nursery is open each weekday from 7.00am to 7.00pm for 52 weeks of the year. The nursery is registered on the Early Years Register.

There are currently 120 children on roll. They come from wide catchment areas, as most of their parents travel to work in the surrounding areas of central London. The nursery supports children who learn English as an additional language.

The nursery employs 40 members of staff of whom 36 hold, or are working towards, the National Vocational Qualification (NVQ) Level 2 or 3. The nursery receives support from the local authority and they are also participating in a the quality assurance scheme.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting is very inclusive and meets children's needs well. Good quality learning opportunities engage and motivate children so they enjoy their time there. They are well cared for, and steps are taken to provide an environment that welcomes children's individuality. Staff ensure children's individual welfare needs are fully met, which significantly contributes to their learning and development. Children are making good progress towards the early learning goals because they feel safe and secure within the organised and well-resourced environment.

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

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

- develop further the monitoring of children progress including following through the next steps in children's learning
- ensure the fire blanket is fitted in line with the manufactures' requirements

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

The effective leadership and management has a good impact on children's well being and ensures children make good progress in all areas of learning. Clear and robust procedures are in place for the recruitment and vetting of new staff, and this ensures that all adults working with children are suitable to do so. Staff are aware of their roles and responsibilities in safeguarding children, and demonstrate significant confidence in putting an effective range of welfare, and health and safety policies and procedures, into practice. Staff appraisals are carried out and the management monitor all staff on a day-to-day basis. They complete training plans for all staff, which enables them to identify future training needs. This forms part of the continuous improvement of the setting. The strong staff team work well together with management to provide a seamless flow of activities throughout the day. The environment in which children are cared for is safe and well maintained. Daily risk assessments help to ensure all areas accessed by the children are safe for their intended purpose. There are effective security measures in place to ensure that access to the building is restricted. For example, visitors are vetted before gaining entry and are required to sign in and out, all of which contributes towards children's safety. Fire drill records show that children are learning to leave the premises quickly and safely. However the fire blanket in the kitchen is inappropriately positioned.

Effective staff supervision means that children are able to play and explore safely, both indoors and outside. Staff teach children about expectations and boundaries so that they learn about realistic potential hazards around them as they play, for example, not to ride the bikes too fast and in one direction so they do not collide.

There is good organisation of resources, staff and the environment to support children in their play. The premises is child-orientated and welcoming. Staff deploy themselves effectively and share tasks and responsibilities so that children and each other are well supported. Children have independent access to a wide range of activities and play provision that is planned for and set up by staff each day, as well as having free access to initiate their own learning, such as arts and crafts materials and construction

The setting's management and staff maintain relaxed and friendly relationships with parents, and copies of the setting's policies are readily available, as well as an informative notice board. Parents receive information about the curriculum and events. There are regular meetings to discuss their child's progress and they receive detailed reports each term. Good support has been received from external agencies and other professionals.

Staff work very well together as a team. They are positive and enthusiastic in their approach and have regular opportunities to contribute and share towards decisions. They are supported and encouraged to attend regular training courses to update their knowledge and skills. The setting has successfully made improvements since the last inspection, to ensure the previous recommendations raised have been addressed. Self-evaluation systems have begun to highlight strengths and identify weaknesses and areas for improvement, with attention now

needed to focus on addressing these identified areas.

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

Children are making good progress along the stepping stones towards the early learning goals, because staff have a clear understanding of how children learn and plan, and provide an interesting range of activities that follow children's interests and provide challenges. Independent access to many resources enables children to select their own activities, ensuring they are motivated and interested to learn. The staff have good 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. However, these are not always followed through. Children are relaxed and secure in the care of the nurturing staff. They are increasingly confident and developing good self-esteem, as staff listen attentively and value their contributions. Staff are well aware of the children's interests and stages of development, and the successful key-worker system promotes this well. Staff regularly monitor equipment to ensure activities are age appropriate so that children are challenged, and they are developing well. Children are treated respectfully and respond appropriately.

Children have many opportunities to communicate with each other, and with staff who encourage and support communication by actively listening and taking a strong interest in what children say and do. Younger children enjoy the close contact they have with their carers, who spend time sitting at their level and participating in their play. Children's creative development is well supported in the setting, as they have access to a wide range of resources and materials such as paints, cotton wool, and glitter, which they use to create colourful designs that are then attractively displayed. Babies explore using their senses as they enjoy putting the rattle and shakers in their mouths and then respond with laughter and babbling. Staff are skilful at developing and extending children's communication and language as they use open ended questions and seek their views in what they want to play with. Older children are confident speakers as they quiz the inspector about what they are writing; they are able to fluently express their views on the nursery. For example, they enthusiastically express how much they enjoy coming to nursery and learn things such as taking turns and sharing. Children engage in a good range of physical activities that help keep them healthy, such as free flow access to the outdoor area, which is well organised, providing children with a variety of experiences such as climbing and balancing. Children are learning to care for living things as they take part in the care of the nursery pet snails and Charlie and Lola the goldfishes. A group of children spend a considerable amount of time investigating the pretend bugs using magnify glasses, and then discussing the differences.

Children are protected from the risk of cross infection because stringent systems in place support procedures carried out. Effective nappy changing procedures are in place, for example, staff clean all areas, wear gloves and dispose of nappies appropriately to ensure that the spread of germs is minimised. Policies and procedures, which support the health and medical needs of all children, are

implemented well to ensure that all information is agreed and shared with parents. Staff are fully aware of the systems to record all accidents and the administration of medication, helping to keep the children healthy and ensure the parents are well informed. Children behave very well in the calm and friendly atmosphere. Through play, consistent boundaries and positive role models, the children learn about the importance of sharing, taking turns and respecting others. Staff regularly praise the children's achievements and behaviour, and this contributes to children having a positive self-image.

## 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

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

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

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|--|---|
| <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   | 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

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|--|---|
| 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

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| <b>Outcomes for children in the Early Years Foundation Stage</b> | 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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