

# Just Learning Nursery

Inspection report for early years provision

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**Unique reference number** EY254577  
**Inspection date** 27/01/2011  
**Inspector** Vivienne Dempsey

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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 Day Nursery was registered in 2003 and is one of a national chain of nurseries. The provision operates from the Colbalt Business Park. There are five main areas over eight rooms. The setting is open Monday to Friday from 7.30am until 6.15pm. The facility is registered to provide care for a maximum of 110 children in the early years age range. There are currently 165 children from six weeks to under five years on roll. The setting is registered on the Early Years Register.

There are 42 members of staff, 40 of whom have appropriate qualification to at least National Vocational Qualification Level 2. Of these, 23 members of staff have a relevant level 3 qualification, two have a level 4 qualification, four have a degree in Early Childhood Curriculum Studies and two have Qualified Teaching Status. The setting supports children with special educational needs and/or disabilities and who have English as an additional language.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Staff provide an extremely welcoming, stimulating and enabling environment, where children are valued as individuals. Extensive policies, procedures and records underpin the effective management of the setting. Children's safety and welfare are paramount and they make very good progress in their learning and development. Enthusiastic and committed staff recognise the value of continuous quality improvement, and this is underpinned by strong partnerships with parents that support outcomes and provide continuity for all children.

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

To further improve the high quality early years provision the registered person should consider:

- continuing to develop links with all providers.

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

Security is a high priority and recruitment procedures include rigorous vetting procedures. In-depth risk assessments are in place, enabling children's free movement and independence both indoors and out. Staff have a very good understanding of safeguarding procedures to follow if they have any concerns, helping to protect children from harm and neglect. Comprehensive fire procedures are in place. Monthly fire evacuation drills are completed. All rooms have their own evacuation cases, which include portable potties, blankets, spare clothes, mark making resources and other essentials. This enables staff to meet children's needs

in the event of an emergency.

Partnerships with parents are extremely well established, to ensure parents' requests and children's individual needs are met successfully. Parents have many opportunities to be involved in the setting and are actively encouraged to be partners in children's learning and development. For example, regular parents' evenings and daily feedback keep parents informed of their children's progress. Training events are also organised to develop parents' knowledge and understanding of the Practice Guidance for the Early Years Foundation Stage. A wide range of information is sought from parents to ensure children receive the appropriate care and an effective key person system is in place. This ensures children's care, learning and development is extremely well promoted. Parents speak highly of the 'terrific staff' and 'can't praise them enough' for their support and commitment. The setting effectively and actively promotes equality and diversity. Staff are highly effective in ensuring that all children are well integrated and the development of all children in relation to their starting points is good. They have an exceptional knowledge of each child's backgrounds and needs. Excellent partnership working with other agencies, professionals and some other providers takes place to ensure every child receives high levels of support at an early stage. Links with most providers are very good and a wide range of information is shared to ensure continuity of care and to promote smooth transitions between the settings. However, these links are still in their infancy with some providers.

The environment is conducive to learning and safety. Children clearly benefit and thrive as a result of the setting they are in. They have continuous access to the extremely well resourced outdoor environment and door guards ensure doors are open at all times. This provides children with choices of where they play and activities they are involved in.

Staff are highly motivated and work extremely well as a team to promote outcomes for all children. Self-evaluation is driven by strong leadership involving the staff team, other settings in the chain, parents, children and local authority advisors. Staff use the Ofsted self-evaluation tool as the basis for ongoing internal review, assessing what the setting offers against robust and challenging quality criteria. The company and manager promote a collaborative learning culture, providing time and space for sharing knowledge and fully support the continuous professional development for all staff. Development action plans are in place for all rooms and this approach successfully improves the quality of provision for all children and their families.

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

Staff have an excellent knowledge and understanding of the Early Years Foundation Stage learning and development requirements and use this knowledge extremely well to provide a stimulating and interesting learning environment for all children both indoors and out. They support children's learning and development exceptionally well. An effective key person system is in place, therefore staff know

children very well and are fully aware of their interests and individual needs. Effective systems are in place to observe and assess children's learning and development and observations are used to plan for next steps in children's learning. Flexible planning makes children's learning effective, exciting, varied and progressive. Children's learning stories demonstrate their very good progress towards the early learning goals. Resources and wall displays depict positive images of diversity and all children are fully included and supported.

Children are very well behaved. This is encouraged by the staff who are positive role models and create a calm and positive environment by listening to and praising children. They make very good use of free movement between the indoors and outdoors, which enables them to experience plenty of fresh air and feel the effects of the weather including heavy rain and snow. Children have all-in-one weather suits so they can access the outdoor environment in all weathers. They have great fun splashing in puddles and thoroughly enjoy mixing washing up liquid with them to make lots of bubbles. This all helps to develop their knowledge and understanding of the world around them. Babies enjoy exploring a range of natural resources, developing their early investigation skills. Mark making resources are readily available in all rooms; babies and toddlers enjoy making marks with large chalks and paints. Pre-school children are beginning to write their own names independently and confidently talk about the pictures they have drawn. Children enjoy building towers with the blocks and confidently count how many blocks in their tower. They also use language such as bigger, smaller and taller to compare the height of their towers.

Children's welfare is fully promoted and meal times are sociable occasions. Children serve their own meals, which promotes children's self-help skills and develops their confidence extremely well. Staff use daily routines to develop children's understanding of good hygiene practices. The setting has their own cook on site and menus are regularly reviewed to ensure meals and snacks are nutritious. The cook works very closely with parents to ensure meals meet children's individual requirements, ensuring their health is effectively promoted and safeguarded. Children take part in regular fire drills which helps to develop their awareness of safety procedures very well.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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