

Just Learning Nursery

Inspection report for early years provision

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Inspection date 07/02/2011
Inspector Carol Johnson

Setting address Little Acorns, Woodridge Avenue, Coventry, West Midlands,
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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*.

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Description of the setting

Just Learning, Little Acorns Nursery was registered in 2002 and is situated in the north-west of Coventry. It is registered by Ofsted on the Early Years Register. The nursery serves the local community. It operates from Monday to Friday all year round, with the exceptions of bank holidays, from 8am to 6pm. Children attend for a variety of sessions. All children share access to an outdoor play area.

The nursery is registered to care for a maximum of 46 children in the early years age group. There are currently 65 children on roll within this age group. The nursery provides funded early education for three- and four-year-olds. It supports children who speak English as an additional language.

There are 12 members of staff employed to work directly with the children, all of whom hold appropriate early years qualifications. The nursery also employs a cook, an administrator and a contract cleaner. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress and benefit from the wealth of interesting and stimulating experiences that are available to them. Staff members have forged good relationships with parents and other professionals and this ensures there is a shared understanding and continuity about children's needs. Some strategies are in place to promote children's understanding of diversity and inclusive practice throughout the nursery is evident. Current recording methods in relation to observation and assessment are not fully effective but the nursery demonstrates a strong capacity for improvement.

What steps need to be taken to improve provision further?

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

- improve records of children's learning and development and consider further ways of inviting parents to contribute to the observation, assessment and planning cycle
- support children's understanding of the wider world by expanding the range of resources to reflect the diversity of children and adults within and beyond the setting and increase strategies that help promote positive attitudes to diversity and difference within all children, helping them to learn to value different aspects of their own and other people's lives.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded. Good attention is paid to safety. Comprehensive risk assessment procedures and records ensure that potential risks to both adults and children in the setting are effectively identified and minimised. Documentation to ensure the safe and efficient management of the setting is maintained well. Staff demonstrate a sound knowledge of child-protection issues. All staff receive mandatory child-protection training and this ensures that they are fully aware of their roles and responsibilities in this respect. Robust recruitment and vetting procedures ensure that all adults looking after children, or having unsupervised access to them, are suitable to do so.

The leadership and management of the nursery is strong. There are clear systems in place to monitor the provision and reflective practice is ongoing at all levels. Recommendations raised at the setting's last inspection have been suitably addressed and this has resulted in improved outcomes for children. For example, additional lighting has been installed in the central area of the premises and windows locks have been fitted to exterior windows. Management demonstrate a strong desire for quality and improvement and this vision is actively shared with the staff team. The personal and professional development of all staff is encouraged and staff are constantly looking at ways to improve the service offered to children and their families.

Space throughout the nursery is creatively used and children enjoy frequent access to the outdoor environment. Young children have their own covered outdoor play space and this contains a variety of resources, for example water and sand, that help encourage them to explore and experiment using all of their senses. Furniture, equipment and resources are of high quality and are successfully used to help children feel a sense of belonging and to support their learning and development. Children's independence is fostered well because a large selection of resources is thoughtfully stored in places that they can easily access. They are encouraged to make choices and tidy away after their play and this fosters responsibility and teaches children to treat resources with care and respect. Displays of children's work around the nursery help to create a welcoming and attractive environment and add to children's self-esteem.

Partnerships with parents and others are fostered well. Regular two-way communication ensures that important information regarding individual children is appropriately shared. Written policies are shared with parents and a wealth of useful information is displayed around the setting, shared through newsletters and can be viewed on the company website. Parental views are valued and sought in a variety of ways, for example, through questionnaires, informal chats and via a comments box in the nursery foyer. Responses received in relation to a recent parental questionnaire contain many positive comments about the staff and the experiences offered to children.

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

Children are happy and having lots of fun. They are making good overall progress and demonstrate a strong desire to learn and participate in the experiences available to them. Staff skilfully help to prepare children for future life by increasing their language and communication skills and their ability to problem solve and use technology. Counting is threaded through most activities and there are lots of quality resources that encourage children to explore and experiment using all of their senses. Babies enjoy investigating various household items placed in baskets within their reach and are fascinated by toys that react in different ways when buttons are pressed.

Staff know individual children well and talk to older children about what they would like to do and whether they have enjoyed the experiences provided. They observe children on a regular basis and thoughtfully use what they see and know to help assess each child's progress and to plan for the next steps in their learning. Information is gathered from parents when their children start at the nursery and this helps staff to plan around children's individual needs and interests. Each child has a learning and development record known as a 'Learning story' and these contain examples of children's work, photographs and their observation and assessment records. Keyworkers maintain these and they help to build up a picture of each child's progress over time. However, there are inconsistencies in the way that the records are being completed. Some staff are more confident than others with regards to how they record and present information. Also, strategies to encourage parental involvement in the planning, observation and assessment cycle have not been fully explored. Consequently, the ability of staff and parents to help children achieve their full potential is somewhat reduced.

Children demonstrate a good understanding of health and safety as they learn through a mix of the daily routine and thoughtfully planned experiences. For example, road safety is reinforced and practised on outings and healthy eating is promoted through discussions at meal times. Staff alert children to potential hazards and children show by their actions that they understand rules and boundaries. For example, when playing outside, children know that they can only use the climbing frame with adult supervision. Children show a strong sense of security and belonging within the setting. They are at ease with staff and are familiar with routines and where resources and their belongings are kept. They display good behaviour and manners and staff provide them with good role models to follow. Children show care and consideration for others and their good behaviour is readily acknowledged and praised by staff.

Children enthusiastically engage in imaginary play. The role-play area has been set up as a hairdressing salon and children enjoy pretending to wash and style each other's hair. They make appointments in a diary and use the phone. There are magazines, brushes and hairdryers that enhance children's play and experiences. The children recently went on an outing to a local hairdressing salon and this has increased their interest and fuelled their imagination. Children are learning about themselves, each other and the world they live in. Some religious and cultural

festivals are explored and children are actively encouraged to share news about themselves and their families. However, children's knowledge and understanding of the wider world is somewhat impeded because positive images of diversity are not obvious within resources or displays around the nursery.

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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