

Just Learning Nursery

Inspection report for early years provision

Unique reference number EY330036
Inspection date 19/10/2010
Inspector Catherine Greene

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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 will be registered in 2006. The nursery is based on the first floor of an apartment block, in self contained and purpose built accommodation, and is situated within Westminster, central London, an area well served by public transport. The nursery will operate from 07:30 to 18:15 Monday to Friday, throughout the year. It will be registered to provide care for 74 children aged from three months to under five years. Children will be cared for in five playrooms, separated according to their age and stage of development. The nursery employs 20 staff, and all staff hold a relevant childcare qualification. They seek support and training from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's enjoyment and progress is well supported by the rich learning environment staff have created. Children are safe and their good health is encouraged very effectively. Staff promote the welfare and learning needs of each child and many aspects of the nursery's partnership with parents foster children's individuality and self-esteem very well. The setting's capacity for maintaining ongoing improvement is good. The manager and staff team have identified the strengths and weaknesses of the provision and priorities for future development.

What steps need to be taken to improve provision further?

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

- review meal times for babies and the after lunch period for pre-school children, to ensure they are well organised and that children are provided with appropriate support and supervision to meet their individual needs.

The effectiveness of leadership and management of the early years provision

The manager demonstrates an exemplary commitment to continuous improvement, recommendations set at the last inspection have been met and she is working closely with the local authority and senior managers to make further improvements. Children are safeguarded through good measures that promote their welfare and safety at all times. For example, the manager and staff members have updated their knowledge of safeguarding children. They keep a wide range of guidance and know exactly what to do in the event of a concern. Risk assessments including the required records and comprehensive policy documents are in place. These measures all ensure that children's safety and welfare remains the setting's priority.

Checks for staffs' suitability are made, staff are appropriately qualified, including in first aid, and staff induction is comprehensive. Regular staff meetings take place and individual support and external training is offered to ensure all staff are able to reflect on and develop what they offer children. Children are well cared for and learn as they play because staff are deployed effectively and are given clear guidance about their roles and the areas they are responsible for. However, the structure of the day, during sleep time, in pre-school and for babies at mealtimes, is less well organised in order to foster children's well being and enjoyment of this important part of the day. In the babies group room staff struggle to sit and feed all the children so that their experience of meal times is not relaxed and they do not all feel secure. In pre-school children who are awake after lunch have little to occupy them whilst staff are overly-occupied in domestic chores.

Children do benefit from many aspects of the partnership staff have developed with parents and with other professionals. Parents are provided with comprehensive information about the nursery. This ensures parents are clear about such matters as how children will be supported by a key person, how children's health and safety is protected and how to complain. In addition, they are asked to provide detailed information about their child so that staff are able to meet their children's needs and know and respect parents' wishes in all matters. Written and verbal exchanges of information are shared on an ongoing basis. Parent questionnaires help to ensure that their wishes and views are respected. Parents are fully involved in their children's learning and development, with some contributing to the children's progress files. They feel their children are happy, enjoy the many experiences provided and the relaxed atmosphere in which their children play and learn. Very effective partnership working provides clear consistency of care and learning for the children. Parents stay and settle their children for a period of time and staff talk to parents daily about their children's experiences and achievements. Other professionals and parents are included in the self-evaluation process to promote outcomes for the children.

Equality and diversity is exceptionally well promoted. Staff understand and skillfully support the needs of individual children as they play together. The views and wishes of parents are fully respected and an excellent range of information is shared. The rich, stimulating learning environment is equally accessible to all children.

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

The manager and her staff team rigorously evaluate children's learning and development to ensure they make as much progress as possible. Future areas for consideration include further sharing practice with parents and other providers and continuing to develop the newly renovated outdoor play area as a learning resource.

Children learn and develop successfully because staff constantly build on their interests and skills. This means that children are highly motivated and eager to

learn. Staff ask very effective questions to encourage children to explore, problem solve and make connections in their learning. The quality of the learning environment enables children to choose their preferred activities from a good range that covers all areas of learning. Attractive picture cards help even the youngest children to recognise and choose their favourite activities. This helps children with an additional language communicate and staff are also skilled in methods such as Makaton.

Children play and explore within extremely safe boundaries and are well supervised at all times. The partnerships with other professionals and parents contribute significantly towards ensuring that the unique needs of every child are met. Children enjoy what is provided and learn as they play because staff are generally clear about their learning intentions and how to take into consideration particular children's needs and interests when leading activities. Planning ensures children can explore all areas of learning in meaningful ways. Staff plan for individual children exceptionally well. This includes spontaneous planning as children develop their own ideas through play. They clearly record children's next steps needed in learning to ensure that children are provided with experiences that are meaningful and that they are offering new challenges. Comprehensive use of observational assessment clearly shows the rapid progress children make. This enables staff to chart children's progress and identify any gaps in learning. Regular assessments include specific plans in each area of learning for every child. These are highly relevant and incorporated into the every day activities that children enjoy and clearly build on their existing abilities and interests.

Children enjoy painting and creating, they are beginning to write, count and recognise numbers and to find out about the wider world. Their independence is fostered by how well the nursery is resourced and set out. Much thought has gone into planning the physical environment so that it provides children with an attractive place to play. The low level storage and areas for different types of activity quickly draw children to purposeful and focused play. Staff support children's learning well through the questions they ask and through knowing when to intervene and when to hold back. Children's ability to flow freely between activities, to follow through their ideas and interests and to build their concentration is actively encouraged.

Information about the home languages, faiths and cultures of children's families are well recorded. Parents comment how well they feel supported particularly in respect of additional language support. Children's backgrounds are well known to staff and plans to reflect these more fully are well under way. Many festivals are celebrated with children; books reflect diversity and children try writing in different scripts. Children with special educational needs and/or disabilities develop and learn because staff work closely with parents, they plan how to meet individual children's needs and learn from other professionals involved with a child.

Children enjoy a balance of adult and child-led play and staff support their needs exceptionally well. For example, babies new to the setting and still settling are held closely by staff. They are observed to smile at their key person as they play and wake from sleep. Older children communicate confidently and clearly, for example, as they excitedly share their favourite stories. Babies love to explore paint, by smearing and dabbing it and stamping in it as older children enjoy the texture of beans for some really messy and sensory play. Children have every opportunity to share books and explore initial sounds. Overall, children's communication,

language and literacy skills are developing very well.

Children enjoy activities that involve problem solving. These include shape sorting, matching and counting. For example, they count out four paint boxes with staff then work out that they will also need four bottles of paint, one colour for each. They use computers, cameras and interactive toys and resources that help them to discover how things work.

Children have good opportunities to learn about the natural world. They know about the creatures and mini beasts that live in the huge planters in the outdoor play area and understand that they must be kind to animals and care for the plants. The older children know that they are important for our environment. Children have every opportunity to learn about diversity through the staff's explanations and the wide range of toys, resources and outings that promote their positive awareness. Good use is made of the local environment to bring learning to life. The City of London around Westminster Cathedral is regularly used as a valuable learning resource. Ongoing opportunities are available for children to experience physical activity through the staff's commitment to outdoor play and the good range of experiences available. Children are highly creative, for example, as they use hoola hoops and bikes to tackle an obstacle course in the outdoor play area. Overall, children acquire very good skills to help prepare them for their future learning and development.

Effective systems are in place to protect children's health and safety. The physical environment is safe, the nappy changing areas and bathrooms are well resourced, and children visit the toilet independently and learn good hygiene as they do so. Safety checks are effectively carried out and children are learning to keep themselves safe and to care for their environment. The cook ensures a good healthy range of meals are provided. She has a food safety certificate and ensures her kitchen is hygienically clean. Staff follow set procedures in the event of children having infectious illnesses. Children know when and why they need to wash their hands and dry them on paper towels. These measures are all highly effective in reducing the risk of cross infection.

Children relate well to each other and to staff. Their good behaviour is very well supported both by the role models staff provide and in how they help children negotiate with each other. They care for others and learn to share and take turns from a very early age. Staff skillfully divert unwanted behaviour and offer ongoing support, praise and encouragement. This enables every child to develop high levels of confidence and self-esteem.

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	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
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	1
The effectiveness of the setting's engagement with parents and carers	1

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	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	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