

Just Learning Nursery

Inspection report for early years provision

Unique reference number 403955
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Inspector Sandra Daniels

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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 opened in December 1998. It operates from several rooms in purpose-built premises adjacent to a health and fitness centre in Chafford Hundred, Essex. The nursery serves the local area.

The nursery is registered to care for a maximum of 92 children in the early years age group and there are currently 129 such children on roll. Children attend for a variety of sessions. The nursery currently supports a small number of children who have special educational needs and/or disabilities and has systems in place to meet the needs of children who speak English as an additional language.

The nursery is open five days a week all year round. Session times vary and are between 7am and 6.30pm. There are 26 members of staff working with the children, with the addition of a cook and an administrator. There are 22 members of staff who hold appropriate early years qualifications and five members of staff who are currently on training programmes. The setting receives support from the local authority and is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in this setting where staff clearly recognise the uniqueness of each child. They are happy and confident in their surroundings, feeling comfortable and secure enough to make choices and decisions about their care and learning. Activities and experiences cover all areas of learning and, in general, outdoor play and learning opportunities are good. Effective and caring relationships between adults and children help children to succeed in this friendly environment. Reflective practice and self-evaluation identify the setting's strengths and some areas for improvement and the views of some staff and parents contribute to this process.

What steps need to be taken to improve provision further?

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

- improve the systems for the organisation of the setting by developing the use of self-evaluation to support ongoing improvements through encouraging further involvement from staff, parents and children
- encourage children's interest in the world in which they live, for example, through visits to the local area.

The effectiveness of leadership and management of the early years provision

Children are safeguarded very well. Staff are confident in their knowledge and understanding of how to protect children from harm or neglect and of the procedures to follow should they have any concerns. The comprehensive safeguarding policy is shared with parents and carers. All adults working in the nursery are suitably checked to ensure they are suitable to work with young children. Comprehensive risk assessments ensure that all potential hazards are reduced or eliminated so that children remain safe and secure. Children begin to develop the skills and knowledge required to keep themselves safe. For example, they practise emergency evacuations with staff, talk about crossing roads safely and learn about safe practices, such as, using scissors responsibly. Accidents, incidents and the administration of medication are all recorded in detail to protect children.

Adults clearly value the diversity of individuals and communities and ensure that all children are integrated fully into the nursery and achieving as much as they can. Children are encouraged to appreciate differences in ability, culture and traditions through routine and planned activities using resources depicting diversity. Any need for additional support is identified at an early stage and children's progress is monitored to make sure there is no under-achievement among individuals or groups who could be doing better. Resources are used effectively and are easily accessible for children of all ages so they can enjoy making their own choices during the day.

The staff team work well together, having a collaborative approach and working with a common sense of purpose. Effective maintenance of records and implementation of policies and procedures underpin the good practice and contribute towards raised standards. Systems for evaluating the provision are developing well, although not all staff, parents and children are sufficiently enabled to fully contribute to this process in order to set clear targets for future improvement. There is strong evidence of reflective practice, such as, discussions at staff meetings and evaluations of activities and children's achievements. Staff are motivated and enthusiastic in their work.

Staff clearly know their key children and their families very well, as they develop strong relationships with parents and carers. Parents are well informed about the nursery, starting from their first point of contact. They have opportunities to be involved in their children's learning and development as they share observations from home and exchange useful information with staff. There is an effective two-way flow of information which is shared in many ways. For example, parents receive regular, informative newsletters, attend open days and have both formal and informal meetings with staff and/or management.

Management and staff work in partnership with outside agencies and professionals to seek support and guidance and to ensure that children's individual needs are fully met at all times and that they receive continuity of care. Links with local

schools assist in supporting children's transition from nursery into the education system.

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

Staff have a good knowledge and understanding of the Early Years Foundation Stage and use an effective key person system to support children in achieving good outcomes in all areas of learning. Good use is made of the environment, both inside and outside in the garden areas, and children can choose where they play. However, there are limited opportunities for children to go on local trips into the community in order to develop their interest in the world in which they live and to learn through real life experiences. Inside, children mostly choose their own resources and activities. For example, children show an interest in the natural world as they discuss the peas and tomatoes they are growing. Some children know that, when the plants get stronger, they can be planted outside where they will need sunlight and water to grow. Older children are able to link sounds to letters, spelling out their name aloud and recognising and naming the first letter of other words.

Babies demonstrate that they feel safe and secure as they form close and caring relationships with the adults caring for them. They freely show feelings of pleasure, excitement or frustration and confidently approach staff for support or reassurance. Babies smile as they see their reflection in the low-level mirror and explore things with interest, pressing buttons to make sounds on a toy and clapping their hands when they succeed.

Staff use initial observations and discussions with parents to identify children's starting points. They plan effectively to ensure that all children engage in activities based on their interests and identified next steps in learning. Impromptu observations, supported by photographs and samples of children's work, are linked to the early learning goals to enable staff to identify children's priorities for learning. Children subsequently progress well as they benefit from an individual, personalised learning and development programme.

Staff competently use different teaching methods. For example, they recognise that some children like to be shown how to do things, while others prefer to try things out for themselves. Children enjoy their time at the nursery and are settled, happy and confident. They build good relationships with each other and respond well to the expectations of staff. Children with special educational needs and/or disabilities are particularly well supported.

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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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